



SUEN, Ho Ying Annabel

M12 Y12

November 2014

Interim Report



Attendance Record

Date Range	11/08/2014 - 31/10/2014
Absent	1 / 49 day(s)
Late	0 / 49 day(s)

Theory of Knowledge (Mr. GEORGIU, Nicholas)

Prior to the ToK retreat, students in each section completed a unit on Knowledge and the Knower. All students in ToK 12 have been introduced to the Ways of Knowing during their ToK Retreat. In class the students will have moved on to Language and Reason, and should be starting a third WoK soon.

They are developing an understanding of how the Ways of Knowing help and hinder our search for knowledge. In addition, they have begun to critically assess Knowledge Claims and Knowledge Questions.

For this report, students will be assessed by their ATLs only, measured through Journal reflections (formats vary from class to class) and overall commitment and motivation during ToK lessons.

It is early in their exploration of knowledge to be assessing work produced. Therefore the emphasis on effort over achievement is meant to reinforce for students that learning in ToK is heavily dependent on engagement and participation.

Approaches to Learning	
Self Management	B - Usually meets expectations
Collaboration	B - Usually meets expectations
Self Improvement	B - Usually meets expectations

English A Lang and Lit (SL) (Mr. BRASHER, Graeme)

The Year 12 Language and Literature SL Course is a two year Diploma Programme based around four units. The two Language units are "Language in a Cultural Context" and "Language and Mass Communication". The two Literature units are "Texts and Contexts" and "A Critical Study". This course aims to encourage students to question the meaning generated by language and texts as well as to develop skills of textual analysis and an understanding of both literary and non-literary texts.

This quarter the students have been introduced to the topic "Language in a Cultural Context". Students have been presented with and have contributed texts from a variety of sources related to the topic. Students have had the opportunity to analyze text types with considerations including intended audience, author perspective and bias. Students are also beginning to understand how language is used to influence a reader in such a way that links to an author's stated or implied purpose.

Students have been assessed based on a range of possible tasks including but not limited to, text analysis and oral presentations. In the coming semester, students will present their first of two FOA's, Further Oral Activities, and the first of their three Written Tasks.

Overall Achievement Grade	
OAG (7)	6

Approaches to Learning	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

Mandarin B (SL) (Ms. LAI, Jenny)

In Reporting Period 1, students in Y12 Mandarin B Standard Level class have studied the Unit Social and Relationships. They have studied texts of different types and for different communication purposes, and been engaged in a range of speaking, reading and writing practices. Self management and self improvement skills as the Approaches to Learning were an integral part of the unit study. Students have developed their collaborative skills during the course. Students has taken one of the tasks as Interactive Oral Activity. The tasks taken was role-play. The next task will be Paper 1. And the next unit will be Communication and Media.

Overall Achievement Grade	
OAG (7)	7

Approaches to Learning	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

Economics (HL) (Ms. KANG, Veronica)

In Economics, students have been introduced to the subject by way of the "Introduction to Economics", a sub-topic of Microeconomics, with a content and graphical skills focus. They have also learnt Demand and Supply analysis and applied their diagram drawing skills to different markets. They have also learnt to calculate and interpret price, income & cross price elasticities of products and services, price controls, tax incidence, subsidies and market failure. They have been introduced to the internal assessment commentary requirements and will submit their first commentary by early December.

Overall Achievement Grade	
OAG (7)	7

Approaches to Learning	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

Biology (HL) (Ms. THOMAS, Jane)

In this reporting period, students have studied introductory topics in Biology. They have looked at the cell theory, the structure of prokaryotic and eukaryotic cells and had an introduction to microscopy. The course has also examined movement across membranes including diffusion, active transport and osmosis. In addition to testing, students have also undertaken many laboratory investigations. These have helped to enhance their skills in data collection and processing, their ability to conclude and evaluate and to improve their manipulative skills.

Overall Achievement Grade	
OAG (7)	7

Approaches to Learning	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

Chemistry (HL) (Mr. LEVINE, Seth)

In this reporting period, students have studied the topics of atomic structure, chemical bonding, and quantitative calculations in chemistry. The students have been rigorously tested, which has been assessed using the published marking criteria.

Overall Achievement Grade	
OAG (7)	5

Approaches to Learning	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

Mathematics (SL) (Ms. SHARMA, Kristina)

The Year 12 Standard Level Mathematicians began the year with a diagnostic test to demonstrate their prior understanding of the course. Since this, they have finished units on quadratic functions, exponents and logarithms, sitting papers on both upon completion of the material. They have become increasingly proficient in the use of their GDCs and have been encouraged throughout the quarter to use technology, when appropriate, in the formulation of solutions. The students are currently studying the topic of functions, their graphs and how to successfully transform them.

Overall Achievement Grade	
OAG (7)	6

Approaches to Learning	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

Understanding the IB Diploma/Courses RCHK Report Card

The IB Diploma/Courses report card is designed to provide a range of information to indicate students' overall progress. This includes numerical indicators of academic achievement, the **Overall Achievement Grade** and an **ATL Grade**, which is used to describe students' **Approaches To Learning**.

The interim report (*RP1*) provides an interim Overall Achievement Grade from 1 to 7 for each subject with accompanying ATL descriptors. The end of semester report card provides overall grades that will appear on a student's transcript for each subject.

The descriptors below are general in nature, and the specific IB Diploma group grade descriptors are available from the following link on the IB Diploma section of the school website:

http://www.renaissance.edu.hk/sites/renaissance/files/IBDP_Grade_Descriptors.pdf

Grade	Descriptor
1	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of a limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts with occasional significant misunderstandings or gaps. Begins to demonstrate some creative and critical thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations.
6	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations.

Approaches To Learning (ATL)

The student report contains an ATL descriptor from A-D for each of three specific learning skills. These provide a profile of the student's level of self-management, collaboration and self-improvement. When selecting the appropriate ATL descriptor, the teacher has taken into consideration the factors listed below:

SELF MANAGEMENT	Organisational Skills	The student: Is punctual to class Meets deadlines Brings necessary equipment and supplies to class Creates strategic plans in order to meet deadlines Organises information in a logical and appropriate manner Behaves safely and responsibly
COLLABORATION	Working Effectively with Others	The student: Takes responsibility for their own actions Helps others to succeed by encouraging others to contribute. Listens to and negotiates with other ideas and perspectives. Delegates and shares responsibility for decision making. Participates effectively in a group by giving and receiving meaningful feedback.
SELF IMPROVEMENT	Motivational Skills Resilience	The student: Demonstrates a positive and participatory attitude towards learning in class Is an independent learner Takes action to achieve personal and academic goals Responds actively to guidance to become a more efficient and effective learner Demonstrates resilience through 'bouncing back' when confronted with a problem or mistakes Demonstrates persistence and perseverance Willingly takes risks to enhance their own learning goals

ATL criteria descriptors:

A	Consistently	The student consistently meets the listed ATL expectations with few or no lapses. The student meets expectations always or nearly always. The student meets expectations to a high standard.
B	Usually	The student usually meets the listed ATL expectations with some lapses. The student meets expectations on most occasions. The student meets expectations to a good standard.
C	Occasionally	The student occasionally meets the listed ATL expectations with significant lapses. The student meets expectations on some occasions. The student meets expectations to a fair standard.
D	Rarely	The student rarely meets the listed ATL expectations with many or frequent lapses. The student fails to meet the expectations on most occasions. The student meets expectations to a low standard.