



**SUEN, Ho Ying Annabel**

M12 Y12

February 2015

Semester 1 Report



**Attendance Record**

Date Range	11/08/2014 - 30/01/2015
Absent	2 / 103 day(s)
Late	1 / 103 day(s)

**Theory of Knowledge (Mr. GEORGIU, Nicholas)**

Since the first quarter, students have completed a first Area of Knowledge and begun to study a second. After significant time away from lessons for CAS week, and December Exams, students have completed their first full essay.

For this report students will be assessed on their end of semester essay, as well as any journals or presentations they may have done in their respective sections. They will also be assessed on their overall commitment and motivation during TOK lessons. In the next semester, students will continue their knowledge 'journey' by examining other areas of knowledge and completing their first formal TOK Presentation

<b>Overall Achievement Grade</b>	
OAG (A-E)	B

<b>Approaches to Learning</b>	
Self Management	B - Usually meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	B - Usually meets expectations

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

This semester the students have completed Part 1 of the Language and Literature course (Language in the cultural context) which involved study of language change, gender and power. Students have also started to engage with texts from Part 4 of the Course (Literature - Critical Study). They have completed both formative and summative tasks related to the Further Oral Activity 1, Written Task 1 and a practice Paper 1. Personal reflections are an integral part of these tasks, in preparation for the individual oral commentary that will be assessed in Year 13.

<b>English A Language and Literature</b>	
Understanding and knowledge of text/topic and response to question.	4
Understanding of language use/stylistic features.	4
Organization.	4
Language	4

<b>Overall Achievement Grade</b>	
OAG (7)	6

<b>Approaches to Learning</b>	
Self Management	B - Usually meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

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

In Reporting Period 2, students in Y12 Mandarin B Standard Level class have studied the Unit Communication and Media. They have studied texts of different types and for different communication purposes, and been engaged in a range of speaking, reading and writing practices. Organizational skills and Collaborative skills as the Approaches to Learning were an integral part of the unit study. Students have taken one of the tasks as an Interactive Oral Activity. The tasks taken was Debate. The next task will be Paper 1. And the next unit will be Leisure.

<b>Overall Achievement Grade</b>	
OAG (7)	7

<b>Approaches to Learning</b>	
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 started exploring Macroeconomics with discussions on trade cycle, national income statistics and AD/AS model. Before the vacation, they completed their practice exams and those marks have been used to create this grade. We will be continuing with Macroeconomics, particularly inflation, unemployment and income distribution. The students will also be doing their first draft of their internal assessment piece number 2. This is a commentary on a macro economic problem discussed within a media article, which they must dissect and evaluate. Throughout the course they must complete 3 of these commentaries thereby creating a portfolio and it is worth 20% of their final grade. Students will also be introduced to the requirements of Economics Extended Essay.

<b>Overall Achievement Grade</b>	
OAG (7)	6

<b>Approaches to Learning</b>	
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 and the cell cycle. Recently, students have been studying biochemistry in detail including the structure of carbohydrates, proteins and lipids. In addition to rigorous 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.

<b>Sciences</b>	
Knowledge and Understanding	6
Practical Skills	6

<b>Overall Achievement Grade</b>	
OAG (7)	6

<b>Approaches to Learning</b>	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

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**Chemistry (HL) (Mr. LEVINE, Seth)**

Over the past semester the year 12 Diploma students have been introduced to Atomic Structure, Chemical Bonding, Periodicity, Quantitative Chemistry, Measurements, and Energetics. These units have exposed the students to a variety of chemistry topics and have allowed them to develop their scientific inquiry and lab writing skills using the knowledge they have acquired.

<b>Sciences</b>	
Knowledge and Understanding	6
Practical Skills	5

<b>Overall Achievement Grade</b>	
OAG (7)	6

<b>Approaches to Learning</b>	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	A - Consistently meets expectations

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**Mathematics (SL) (Ms. SHARMA, Kristina)**

Following on from the first quarter, the Year 12 SL Mathematicians completed their study of what functions are along with how to graph, transform and interpret their key features. Since then they have learnt about sequences and series. This has included formalising general terms, calculating the sum of a series and applying their understanding of the topic in a variety of real-life situations. They have sat papers on both functions and sequences and series. The course next sees them embarking on a journey through the world of the binomial expansion.

<b>Overall Achievement Grade</b>	
OAG (7)	6

<b>Approaches to Learning</b>	
Self Management	A - Consistently meets expectations
Collaboration	A - Consistently meets expectations
Self Improvement	B - Usually meets expectations

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### 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](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:

<b>SELF MANAGEMENT</b>	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
<b>COLLABORATION</b>	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.
<b>SELF IMPROVEMENT</b>	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:

<b>A</b>	<b>Consistently</b>	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>B</b>	<b>Usually</b>	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.
<b>C</b>	<b>Occasionally</b>	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.
<b>D</b>	<b>Rarely</b>	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.