



SUEN, Ho Ying Annabel

M08 Y11

March 2014

3rd Quarter Interim Report



### Art (Ms. BROOKES, Claire)

Quarter 3

In Year 11 Visual Arts this quarter students have continued working on the unit 'Natural Forms'. The unit question was 'How does the natural environment affect artists work?' and the AOI focus was Environments.

Students investigated artists who used nature to create art including Andy Goldsworthy, Matthew Harding and Jennifer Judd-McGee. They drew various natural forms such as shells, pods and fruit using a variety of media and explored making various textural surfaces. They recorded the process in their developmental workbooks in the form of preliminary sketches, media experimentation and composition planning, with the final artwork a mixed media piece incorporating these initial ideas.

They also reflected and evaluated their work and the work of others throughout the inquiry cycle, in line with prescribed assessment using all four arts criteria.

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

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

Quarter 3

In Quarter 3, students in Year 11 Chinese B Phase 4 have studied the Unit “Neighborhood, Community and Travelling” with a focus on the MYP Areas of Interaction “Health and Social Education”. The unit question was “How do we benefit from travelling?”. During this time, students have explored different travelling, travelling documents, famous travelling cities, community and other related issues. Students have studied texts of different types and for different communication purposes, and have been engaged in a range of speaking, writing and reading comprehension practices. Students were assessed on Criteria A and D. The next unit will be “Culture”, the unit question is “How can we use language to express the cultural differences?” and the AOI focus is “Human Ingenuity”.

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

**Design - CAD/CAM (Mr. MATHIESON, Martin)**

Quarter 3

In Year 11 Design Technology this quarter the students have been working on an Investigation that helps them understand the complexities of a self-selected real world problem which they will then solve using CAD/CAM. As we are asking the student to use prior learning and experience in self-selecting their own AOI, the overall focus for this unit is built around the student's approach to learning. The unit question asks 'How can I use prior learning in CAD/CAM to solve a real-world opportunity?'

This unit will continue in the fourth quarter, where students will plan the manufacture of their developed design, build it and eventually evaluate the effectiveness of it with their target market.

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

**English Language A (Mr. TELFER, Cal)**

Quarter 3

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 third quarter, Year 11 students have been studying a unit on Shakespeare's Macbeth titled A Tale Told by an Idiot, with the unit question of 'What makes someone a tragic hero?' and the AOI focus of Human Ingenuity. Student assessment has included oral and dramatic activities, journal writing, and questions on each act. The students have completed a creative summative assessment: Lady Macbeth's Diary. They are now working on a thesis essay about the tragic genre of the play.

Overall Achievement Grade (7)	5
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Effort and Commitment Grade (A-D)	A
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**Humanities (Mr. NEWMAN, Trevor)**

Quarter 3

In the third quarter, students have completed their evaluation and investigation into the re-development of the old Kai Tak airport site. This piece of work forms a major part of the reporting grade for this quarter. They have also worked on a history unit which examined colonialism and genocide in Rwanda. Students have conducted political cartoon source analysis work and have created a fact-file that examines contemporary Rwanda. They will finish the unit with an in-depth essay on the factors that led to the outbreak of genocide in 1994.

To follow this unit, students will be examining aid by designing an ethical product to market through the language of business and management.

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

**Mathematics (Ms. HARDING, Paule)**

Quarter 3

This term Year 11 completed the number unit entitled "Spot the Pattern", which was started in the first semester. Students had the opportunity to develop their problem-solving ability through the questions in the text and in the variety of investigations which were carried out.

A mixed topic examination composed of content from the first three units, was given in March. Students are currently studying a short geometry unit, in which they are reviewing the equation of the straight line and applying it to lines which are found in a triangle. This unit will also provide an opportunity to explore, and to develop some familiarity of, the computer software Geogebra.

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

**Physical Education (Mr. MORGAN, Jim)**

Quarter 3

In this quarter of assessment students have completed one unit in Swimming or Basketball and one in Fitness. In these units the Aol focus has been Health and Social Education, where students sought to develop their performance and fitness levels in the activities. Basketball skills and strategies were developed and assessed through individual practice, small sided games and full court games. Students were asked "How do we maximize performance in sport?" A new focus to this unit this year was to use video feedback technology to allow students to critically evaluate their basketball skills and game play. Students used an Ipad app 'Coaches Eye' to compare their performance of a skill before and after the unit. In the Swim Challenge unit, the unit question "What is the best way to improve my performance?" was addressed along with how Approaches to Learning skills can be used in the context of improving sports performance. Students tested their own swimming fitness and were given the responsibility to use goal setting, technique drills and different training methods to improve their fitness levels and their performance of the swimming strokes.

Students also completed a theoretical and practical unit called Personal Fitness Planning where they tested their own fitness levels and developed a personal fitness plan using the principles and methods of training. As well as applying this knowledge to their fitness plan, learning tasks in this unit culminated in an end of unit test on these fitness concepts for Criterion A.

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

**Science - Physics (Mr. ALLISON, Roger)**

Quarter 3

During this quarter, students have worked on a Biology unit focusing on Genetics and Evolution. The unit question is 'Where do we come from?' and the AOI focus is Health and Social Education. This includes studying DNA structure and replication, protein synthesis, mitosis and meiosis and genetic crosses as well as the theories of evolution.

Over the course of the semester, in addition to rigorous testing, they undertake a range of practical work assessing all six of the MYP Science criteria using the published rubrics. This includes an essay on one aspect of Genetic Engineering and an experimental report on Variation. Students are now studying the Physics section of the course.

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

**Attendance Record**

Date Range	14/08/2013 - 28/03/2014
Absent	4 / 135 day(s)
Late	0 / 135 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	<b>Minimal</b> achievement in terms of the objectives.
2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
4	<b>A good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
5	<b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

**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:

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