



SUEN, Ho Ying Annabel

M08 Y11

January 2014

1st Semester Report



Art (Ms. BROOKES, Claire)

Semester 1

Students completed their mixed media images on canvas this quarter for the ‘Memories’ unit, incorporating text with a significant personal meaning. An evaluation concluded the unit, enabling assessment using all four criteria to be implemented.

The second unit of study, ‘Natural forms’ is underway, focusing on Environments and how the natural environment affects artists’ work. Research into a plethora of artists has been followed by initial observational drawings of seedpods and shells, with the intention of gaining stimuli for the production of designs to be incorporated into a large mixed media composition in the coming weeks.

Criterion A: Knowledge and Understanding (8)	8
Criterion B: Application (10)	8
Criterion C: Reflection and Evaluation (8)	8
Criterion D: Personal Engagement (8)	7

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

Design - Textiles (Mrs. MUSGROVE, Clare)

Semester 1

In Year 11 Design Technology Textiles students have been working on their own self-directed project with an independently selected AOI focus. After investigating a real life problem experienced and situated uniquely to HK students are to come up with a feasible solution to resolve it through the creation of a soft material product.

Students were asked to inquire and answer the unit question 'how can prior experience and knowledge aid the creative process?' using the design cycle they designed, planned, created and evaluated their product solution and its impact on life, society and the environment. Students also continuously assessed and reflected on their learning process and progress of performance at each stage according to the MYP rubric highlighting any suggested areas of improvement and development.

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

Science - Biology (Ms. LEGGETT, Tina)

Semester 1

During this semester the students of 11.5 have completed a Chemistry unit and are now working on Biology.

The AOI focus of the first chemistry unit was human ingenuity. They examined 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.

Recently students have begun 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 has so far studied DNA structure and replication, protein synthesis, mitosis and meiosis and genetic crosses.

Over the course of the semester, in addition to rigorous testing, they have also undertaken a range of practical work assessing all six of the MYP Science criteria using the published rubrics. This includes two essays, one on an aspect of Genetic Engineering and one regarding the benefits and limitations of changing the favored side in a reversible reaction.

Criterion A: One world (6)	4
Criterion B: Communication in science (6)	5
Criterion C: Knowledge and understanding of science (6)	4
Criterion D: Scientific inquiry (6)	5
Criterion E: Processing data (6)	5
Criterion F: Attitudes in science (6)	6
Overall Achievement Grade (7)	6
Effort and Commitment Grade (A-D)	A

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

Semester 1

During this semester, students in Year 11 Chinese B Phase 4 have studied the Unit “Community” and “Holiday”. With focus on the MYP Areas of Interaction: “Community and Service” and “Health and Social Education”. The unit questions were “How do I contribute to the community?” and “How do we benefit from holidays? “. During this time, students have explored different kinds of public facilities and shops in a community, how should we spend holiday, travelling issues 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 A Oral Communication, Criterion B Visual Interpretation, Criterion C Reading Comprehension and Criterion D Writing. The tasks taken were as below. In Criterion A, students need to explain their thoughts on holiday to teacher. Students also need to finish a visual interpretation based on the poster they made for the community centre and then a reading comprehension test as a follow up. For Criterion D, they need to express their ideas on how do they think of holidays and describe an unforgettable holiday. The next unit will be “Neighborhood 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? “.

CRITERION A: Oral communication	8
CRITERION B: Visual interpretation	7
CRITERION C: Reading comprehension	7
CRITERION D: Writing	8
Overall Achievement Grade (7)	7
Effort and Commitment Grade (A-D)	A

English Language A (Mr. TELFER, Cal)

Semester 1

Semester 1 Topic Description: 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 semester, Year 11 students have studied a unit on short stories and feminism, To Cut a Long Story Short. The unit question was 'How does literature reflect the changing position of women in society?' and the AOI focus was Health and Social Education. Students are currently working on a unit about the novel "To Kill a Mockingbird" with the unit question of 'What causes prejudice and how can prejudice and discrimination be eliminated?' and the AOI focus is Community and Service. Student assessment has included a comparative essay, an oral presentation, a Socratic seminar, script writing and performing, and journal writing.

Criterion A: Content (receptive and productive) (10)	8
Criterion B: Organization (10)	8
Criterion C: Style and language mechanics (10)	7
Overall Achievement Grade (7)	5
Effort and Commitment Grade (A-D)	A

Humanities (Mr. NEWMAN, Trevor)

Semester 1

During the first semester, year 11 students engaged with the power of natural hazards through an in-depth enquiry into volcanoes and earthquakes. The unit question centred around how humanity responds to hazards.

More recently, students have engaged in a local area study through an examination of Hong Kong's demographic structure and how effectively it copes with the concept of 'urban stress'. Students have gone on a field trip to central to collect data and were then assessed on their ability to analyse this information.

Presently, students are in the process of completing an evaluation of the government's plan for the re-development of Kai Tak in Kowloon. A significant task that that will go a long way in determining their overall level in MYP Humanities.

After Chinese New Year students will begin an enquiry into conflict in the 20th century and will hone in on the Rwandan Genocide of 1994. They should establish further understandings of causation, document analysis and research skills.

CRITERION A: Knowledge (10)	7
CRITERION B: Concepts (10)	7
CRITERION C: Skills (10)	7
CRITERION D: Organization and Presentation (8)	8
Overall Achievement Grade (7)	7
Effort and Commitment Grade (A-D)	A

Mathematics (Ms. HARDING, Paule)

Semester 1

This quarter, Year 11 completed the geometry unit entitled, "How can trigonometry be used to describe journeys?". This unit gave students the opportunity to review the trigonometry they covered last year, learn more about scale drawings and gain a better understanding of bearings. The major assignment completed was an orienteering report. Students have just started the unit, "How confident can we be in our predictions?", studying linear and quadratic sequences. Human Ingenuity was, and is the AOI focus of both units.

Criterion A: Knowledge and Understanding (8)	5
Criterion B: Investigating patterns (8)	5
Criterion C: Communication in mathematics (6)	3
Criterion D: Reflection in mathematics (6)	3
Overall Achievement Grade (7)	4
Effort and Commitment Grade (A-D)	B

Physical Education (Mr. MORGAN, Jim)

Semester 1

Students in year 11 have taken part in three and been assessed in two units of work this semester. Students began the year with a volleyball unit. 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.

In the second unit students took part in a Dance unit where they used the Human Ingenuity AoI to answer the unit question " How can we express ourselves through movement?" Students chose a style and theme of dance to compose and perform in small groups. They used various aspects of choreography to create the dance and needed to work well within their group to achieve success. Students were asked to outline their planning through the use of a storyboard.

Students are also examined the factors that influence physical activity in Hong Kong and internationally. With a Health and Social Education approach , students were asked to carry out their own case studies into patterns or problems of physical activity and solutions to these.

The next two units of work which are underway will challenge students to improve their performance in basketball and swimming , looking at a variety of ways in which we can improve performance in these activities through the Approaches to Learning perspective.

Criterion A: Use of knowledge (8)	8
Criterion B: Movement composition (6)	6
Criterion C: Performance (10)	7
Criterion D: Social skills and personal engagement (8)	8
Overall Achievement Grade (7)	7
Effort and Commitment Grade (A-D)	A

Attendance Record

Date Range	14/08/2013 - 14/01/2014
Absent	3 / 90 day(s)
Late	0 / 90 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.