



SUEN, Ho Ying Annabel

M08 Y11

June 2014

2nd Semester Report



Art (Ms. BROOKES, Claire)

Semester 2

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.

Students then worked on the unit 'Human Form. The unit question was 'In what ways can the study of the human form be interpreted in art?' and the AOI focus was Human Ingenuity.

They investigated and compared contemporary artists with artists from the past who used the human form to create art including Egon Shiele, Jenny Saville and Yue Minjun. The students drew various life drawing poses and learnt about proportion of the human body and used a variety of media in their compositional studies, which were then developed into 3-dimensional artifacts.

Criterion A: Knowledge and Understanding (8)	7
Criterion B: Application (10)	9
Criterion C: Reflection and Evaluation (8)	8
Criterion D: Personal Engagement (8)	8

Overall Achievement Grade (7)	7
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Effort and Commitment Grade (A-D)	A
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Design - CAD/CAM (Mr. MATHIESON, Martin)

Semester 2

In Year 11 Design Technology this semester the students have been asked to create a solution to a self-identified real world design opportunity. They have used the abilities of a laser cutter to manufacture an acrylic product that solves the problem they identified at the start of the design process. Students were asked to answer the unit question of 'How can we use previous experience and learning in CAD/CAM to solve a real world design opportunity' with an AOI focus on the transfer of learning.

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

Science - Physics (Mr. ALLISON, Roger)

Semester 2

During this semester students completed their study of Genetics and Evolution. The unit question was 'Where do we come from?' and the AOI focus was Health and Social Education. This included studying DNA structure and replication, protein synthesis, mitosis and meiosis and genetic crosses as well as the theory of evolution. Over the course of the semester, they undertook a range of assessment tasks including an essay on one aspect of Genetic Engineering and an experimental report on Variation, as well as a knowledge and understanding test. Students are now studying Energy Sources, Power Generation and Climate Change, where the Area of Interaction is Environments, and the Unit Question is 'How does electrical power generation impact upon the environment?' They extended their knowledge of renewable and non-renewable energy sources, how use of fossil fuels has affected the environment, how electric current is used in various applications and circuits and how electromagnetism is central to power generation. They have carried out an assessed investigation on the Resistance of a Wire and an assessed essay on Alternative Energy Sources, as well as a knowledge and understanding test. Students have been assessed using the six published MYP Science rubrics.

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

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

Semester 2

In this Semester, students in Year 11 Chinese B Phase 4 have studied the Unit “Neighborhood, Community and Travelling” and “Family Tree” with a focus on the MYP Areas of Interaction Health and Social Education (HSE). The unit questions were “How do we benefit from travelling?” and “How do we value family relation?”. During this time, the students have explored different travelling, travelling documents, famous travelling cities, community, Chinese traditional system, reflecting on the influence of the culture of their own and other related issues. Students have studied texts of different types and for different communication purposes, and been engaged in a range of speaking, writing and reading comprehension practices. The students were assessed on Criteria A,B, C and D.

Students in the other group of Chinese B Phase 4 have studied the unit “Culture”, the unit question was “How can we use language to express the cultural differences?” and the AOI focus was “Human Ingenuity”. During this time, the students have explored different aspects of culture difference; especially focus on the youth and traditional festivals. The students have gained a better understanding by making a group presentation on how young people from different countries express their culture. They also have explored Chinese and Western traditional festivals and compared the difference between them. Students have studied texts of different types and for different communication purposes; and they have 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. They have completed all the assessments for MYP moderation.

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

English Language A (Mr. TELFER, Cal)

Semester 2

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 second semester, Year 11 students have finished studying Shakespeare's Macbeth and have been working on a unit titled "Like a Hot Paw", reading and viewing selected Science Fiction texts which tie to our unit question of "How do we change the world through technology and how does the world of technology change us?". Student assessment has included journal writing, various creative responses and an expository essay.

Criterion A: Content (receptive and productive) (10)	7
Criterion B: Organization (10)	7
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 2

Over the second semester Year 11 students have been exploring issues that faces the international community. How is aid an advantage/disadvantage to a recipient country and why aid is donated. The final unit of the year was an introduction to business and management where the students worked on a marketing plan to produce an ethical product to raise funds for an aid agency or an environmental project. They needed to construct a strategic action plan and present their vision within strict time and criteria constraints using the business language and skills they have been introduced to. This is the final task of the year. In the final week of the year there will be some introductory lessons around aspects of the IB Diploma Program including the Theory of Knowledge course.

CRITERION A: Knowing and Understanding (8)	7
CRITERION B: Investigating (8)	8
CRITERION C: Thinking Skills (8)	7
CRITERION D: Communicating (8)	7
Overall Achievement Grade (7)	7
Effort and Commitment Grade (A-D)	A

Mathematics (Ms. HARDING, Paule)

Semester 2

In Year 11 mathematics this quarter, students completed a unit on coordinate geometry, which addressed the question "What is the point of a rigorous argument?". Students have recently started a statistics unit, which will introduce them to statistical methods that they will use next year in their Diploma courses. This unit will also provide an opportunity to explore, and to develop some familiarity of, the statistics applications on their graphic calculator. Students were assessed through regular quizzes, an end of unit test, and an investigation which provided them with the opportunity to use the algebra that they had been practicing. The exam in May assessed students on material covered over the course of the year.

Criterion A: Knowledge and Understanding (8)	4
Criterion B: Investigating patterns (8)	5
Criterion C: Communication in mathematics (6)	5
Criterion D: Reflection in mathematics (6)	2
Overall Achievement Grade (7)	4
Effort and Commitment Grade (A-D)	A

Physical Education (Mr. MORGAN, Jim)

Semester 2

In this semester students have completed one unit in either Swimming or Basketball, a Fitness Planning unit and a Movement Composition to complete the year. In Basketball and Swimming 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.

The last unit was a Movement Composition unit entitled Entertainment. Through the Aol of Human Ingenuity, students were asked to develop an entertaining routine using an aesthetic activity of their choice. Choreographical concepts and movement techniques unique to the chosen activity were researched and students needed to base their routine on the movement concepts of Flight, Rotation and Balance.

Criterion A: Use of knowledge (8)	8
Criterion B: Movement composition (6)	5
Criterion C: Performance (10)	8
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 - 12/06/2014
Absent	4 / 175 day(s)
Late	0 / 175 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.