

Grade 10

Curriculum Guide

2025 - 2026

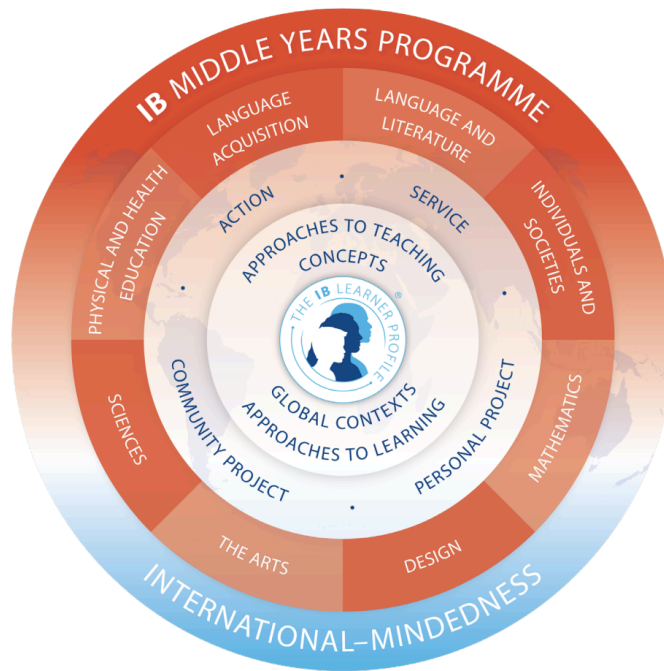


Bonn
International
School

Programme Information	2
Service as Action	5
Approaches to Learning	5
Assessment	6
Assessment Criteria and MYP Command Terms	6
Reporting Final Achievement Levels	6
LANGUAGE AND LITERATURE	8
English	8
LANGUAGE AND LITERATURE: German	9
LANGUAGE ACQUISITION	10
English (Phases 4-5)	10
LANGUAGE ACQUISITION: German & Spanish	12
LANGUAGE ACQUISITION: German (Phase 1)	13
LANGUAGE ACQUISITION: German (Phase 2)	15
LANGUAGE ACQUISITION: German (Phase 3a)	17
LANGUAGE ACQUISITION: German (Phase 3b)	19
LANGUAGE ACQUISITION: German (Phase 4)	21
LANGUAGE ACQUISITION: Spanish (Phase 1)	25
LANGUAGE ACQUISITION: Spanish (Phase 3)	27
LANGUAGE ACQUISITION: French (Phase 2)	29
MATHEMATICS	31
Standard	31
MATHEMATICS: Extended	33
SCIENCES	35
INDIVIDUALS AND SOCIETIES	40
PHYSICAL AND HEALTH EDUCATION	43
Elective	43
PHYSICAL AND HEALTH EDUCATION: e-Portfolio	45
DESIGN	47
ARTS	52
Music	52
ARTS: Visual Arts, ePortfolio	54
ARTS: Visual Arts: Middle School Extended and Enriched Visual Art	56
ARTS: Theatre E-Portfolio	58
OPTIONS	61
LANGUAGE AND LITERATURE: French	61
BAND	65
GLOBAL ISSUES	67
INTERMEDIATE CODING	68
SPORT SCIENCE	69
STAGECRAFT	71
Annex: MYP Command Terms	73

Programme Information

The Middle Years Programme (MYP) of the International Baccalaureate Organization is designed for students aged 11 to 16 (Grades 6 – 10). Within the MYP, students are challenged to make practical, relevant connections between what they learn at school and the real world. This learning framework empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The MYP goal is to develop intellectually challenged and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.



Above is the programme model for the MYP.

The first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding. These are:

Approaches to Learning (ATL): demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning

Approaches to Teaching: emphasizing MYP pedagogy, including collaborative learning through inquiry

Concepts: highlighting a concept-driven curriculum

Global contexts: showing how learning best takes place within a specific context.

The second ring describes some important outcomes of the programme:

Community service reflects the themes of responsibility, global perspectives, outward-looking thinking promoted within the curriculum

The MYP culminates in the Personal Project (starting in Grade 9 and concluding in Grade 10).

The third ring describes the MYP's broad and balanced curriculum framework.

The MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Mathematics, Sciences, Individuals and Societies, Physical and Health Education, Design and Arts.

In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, History or Geography within the Individuals and Societies subject group; Modular Sciences within the Sciences subject group.

The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Subject Groups	Individual Subjects	Lessons per 2 week cycle
Language and Literature	English, German	8
Language Acquisition	English, German	8
Mathematics	Mathematics, Extended Mathematics	8
Sciences	Biology, Chemistry, Physics	10
Individuals and Societies	Geography, History	7
Physical and Health Education	Physical and Health Education	7
Design	Digital Design, Product Design	7
Arts	Music, Visual Art, Drama	7
Options	Spanish Language Acquisition, Spanish Language and Literature, French Language Acquisition, French Language and Literature, Intermediate Coding, Band, Sports Sciences, Mother Tongue, Creative Writing	5
Electives	Physics, Chemistry, Biology, Global Issues, Physical and Health Education, Extended and Enriched Visual Arts	7
Tutor		2

On the basis of individual needs, some students may have Learning Support or English Language Acquisition in place of one or more of the subjects listed.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content.

Service as Action

Community service is a central part of the Middle Years Programme and complements the MYP curriculum. Service in Action is essential for holistic student development and:

- enables students to increase their awareness of the world around them
- fosters positive values and attitudes towards society such as respect and altruism
- increases student's sense of responsibility
- helps students to develop their leadership and organizational skills

Students keep a journal in which they plan, record and reflect on their service activities. Some activities may happen in class, others are likely to be carried out as a group or independently.

Approaches to Learning

"Approaches to Learning" (ATL) refers to the communication, social, research, self-management, and thinking skills which help students become independent, life-long learners. These skills are taught within the context of the different disciplines.

Assessment

MYP assessments are aligned with subject group objectives. Teachers use a range of tasks relevant to each subject and the nature of the knowledge, skills and understandings under evaluation.

The criteria related assessments are designed appropriately for the grade level and reflect the development of the students within the subject group. Assessments provide evidence of student understanding through authentic performance and not simply the recall of factual knowledge.

Formative assessment (assessment for learning)

Teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer- and self-assessment can be important elements of formative assessment plans.

Summative assessment (assessment of learning)

Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject group specific assessment criteria.

Assessment Criteria and MYP Command Terms

There are four assessment criteria for each subject, and are labelled A, B, C and D. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every semester.

Teachers use the MYP command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the MYP command terms. **Please see the annex at the end of this document for a complete list of the MYP command terms and the expectations associated with them.**

Teachers give feedback to students within two weeks after the assessment date. The feedback focuses on the criteria and is submitted through ManageBac. If the feedback is annotated on the work itself there will be a note on ManageBac as to where to find the feedback.

Reporting Final Achievement Levels

At the end of each semester, teachers report on their students' achievement levels for each of the four criteria based on evidence gathered throughout the assessment period. The best-fit achievement levels for each of the four criteria are added together to achieve the composite MYP grade. The final MYP grade is achieved by using the MYP grade boundaries from the MYP general grade descriptors.

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of 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	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	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	19–23	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	24–27	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	28–32	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.

LANGUAGE AND LITERATURE

English

Unit Name - Dystopian Futures	
Content	Assessment
This is a broad conceptual unit in which we will be studying a variety of literary and linguistic forms of communication. This novel study will develop students' critical literary analysis skills. We will explore the themes of dystopia and technology, and will be engaging with the historical and social context of the work. They will use terminology and understand literary elements and techniques like characterisation, setting, plot structure, tone and mood, narrative voice and themes.	Comparative essay (A, B) Creative Writing (C) Socratic Seminar (D)

Unit Name - Advertisements & Branding	
Content	Assessment
This unit is a study of how we communicate and appeal to an audience. We will analyse how advertisements communicate, persuade, and appeal to specific audiences, how personal branding can be constructed in social media and interpersonal communication. This unit involves the study of texts that you will encounter on a daily basis in the real world - ads, social media, college and job applications.	Ad creation (C, D) Ad analysis (A, B)

Unit Name: E-Assessment Preparation	
Content	Assessment
This unit is designed to specifically target the skills and command terms of the MYP eAssessment in English Language and Literature. While it builds on their prior knowledge and learning of literature and language study, students will be closely engaged in practice answering short-answer questions on literary texts and producing 200-300 word creative responses. They will have access to the past examinations for practice and will use laptops to familiarize themselves with the user interface of the on-screen examination. This preparation unit will review all of the areas of study that students have had throughout MYP years. It will include Global Contexts, Key Concepts, and Related Concepts.	Mock E-assessment (A, B, C, D)

LANGUAGE AND LITERATURE: German

Unit Name: Sachtextanalyse	
Content	Assessment
<p>Die SuS sollen in dieser Einheit verschiedene Sachtexte untersuchen und herausfinden, welche Effekte bei der Leserschaft durch sprachliche Mittel und äußere Gestaltungsmittel durch die Verfassenden erreicht werden. Dabei geht es primär um unterschiedliche journalistische Textsorten und deren Merkmale. Die Verfassenden möchten mithilfe der Gestaltung eine bestimmte Zielgruppe ansprechen und verfolgen dabei eine konkrete Absicht. Der Entstehungskontext spielt bei der Gestaltung eines Textes eine entscheidende Rolle, da er die Verfassenden und deren Entscheidungen und Intentionen und auch die Zielgruppe beeinflusst. Besprochen werden bei der Textanalyse: Inhaltsangabe, Textsortenmerkmale, Absicht der Verfassenden, Wirkung des Textes, Textverstehen, Informationen entnehmen, Analysieren/Interpretieren, Schreibkonventionen.</p>	<p>Analyse (Criteria A & B & D)</p>

Unit Name: Die Welle	
Content	Assessment
<p>In dieser Einheit wird untersucht, wie das Thema Faschismus in der Literatur dargestellt wird. Dies wird anhand der Figurengestaltung aus dem amerikanischen Jugendroman Die Welle (Morton Rhue) erarbeitet. In dem Roman geht es um einen Lehrer, der an einer Schule ein soziales Experiment initiiert. Dieses gerät außer Kontrolle, da es zu Ausgrenzung und Gewalt führt. Literarische Techniken, die von dem Autor verwendet werden, werden auf ihre Absicht und Wirkung bei der Leserschaft hin untersucht. Dazu gehören u.a. Stilmittel, Erzähler, Erzählperspektive, Aufbau, (Leit-) Motive, Figuren (-konstellation). Außerdem müssen die SuS Einfühlungsvermögen und Sensibilität für das Schicksal der unterschiedlichen Protagonisten zeigen, um kreative Texte zu produzieren. Es wird außerdem thematisiert, dass der Roman nicht nur eine vergangene Problematik widerspiegelt, sondern auch in der Gegenwart aktuell ist. Dafür werden noch weitere Textsorten wie (Auto-) Biographien, Statistiken und journalistische Texte betrachtet.</p>	<p>Textproduktion (Criteria C & D)</p>

Unit Name: Globaler Context & eAssesment	
Content	Assessment
<p>Das literarische Werk wird ausgewählt, sobald der Globale Kontext für das eAssesment für den Prüfungsjahrgang Mai 2026 vom IB veröffentlicht wird. Mithilfe des Werkes wird die Bedeutung des Globalen Kontextes erarbeitet. Außerdem werden verschiedene Textsorten wiederholt und die Textanalyse geübt. Die SuS absolvieren ihr eAssesment. Transition Programme Grade 11.</p>	<p>Textproduktion (Criteria C&D) Probeassessment Analyse (Criteria A&B) eAssesment (Criteria A&B&C&D)</p>

LANGUAGE ACQUISITION

English (Phases 4-5)

Unit Name: How Old is Old Enough? (Rites of Passage)	
Content	Assessment
<p>In the unit, Rites of Passage, students will learn about rites around the world and evaluate laws that relate to issues of legal age restrictions. They will then compare these laws to those in their own countries, consider their own personal beliefs, and present well-developed arguments related to the issues. Students will learn about comparison and contrast writing and will develop their presentation skills.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: Culture and Communities	
Content	Assessment
<p>In the unit, Culture and Communities, students will continue exploring their own culture and community. They will consider concepts such as cultural identity, third culture kids, and the implications of cultural and generational clashes. This will encourage students to think about life in their new environment and, with ever growing globalization around the world, how future generations can contribute to communities in a meaningful way. Students will read the novel <i>The Absolutely True Diary of a Part-Time Indian</i> as they work towards understanding what cultural footprint they will leave behind. Students will learn more about expository and opinion writing.</p>	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none">1. Reading Assessment2. Listening Assessment3. Oral Assessment4. Written Assessment

Unit Name: The Most Dangerous Game	
Content	Assessment
In the unit, The Most Dangerous Game, students will discuss the complexity of human judgement, action, and morality. As a class we will read the short story, The Most Dangerous Game, written by Richard Connell, which we will use as a basis for a variety of activities designed to encourage critical thinking. Students will develop their English skills by expanding their vocabulary and writing succinctly in short, meaningful sentences and phrases. Additionally, they will practice debating skills, creative writing, and informative writing skills.	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

Unit Name: The World We Live In (Global Issues)	
Content	Assessment
In the unit, The World We Live In, students will explore current events that affect people around the world. These issues will include sustainability (fast fashion) and refugees. These topics will be discussed and debated as a class and then students will select a global issue of their own to research and write a news report about. During the process they will gain experience deciphering between fake news and reliable sources. Students will participate in organized debates and role play activities. Students will also consolidate their writing skills, composing a variety of texts to suit different purposes.	<p>Students will show their learning through a mix of formative and summative assessments below:</p> <ol style="list-style-type: none"> 1. Reading Assessment 2. Listening Assessment 3. Oral Assessment 4. Written Assessment

LANGUAGE ACQUISITION: German, French & Spanish

German is divided into Language & Literature (LL) and Language Acquisition (LA). LL caters mainly for German native or near-native speakers, while LA is the acquisition of German as a foreign language. The grouping in LL depends on the number of students altogether in the combined years (5/6, 7/8 or 9/10). In LA, combined groups are divided according to the ability and experience of the students. The groups at BIS cover Phases 1 to 5.

Beginner: Phase 1

Advanced Beginner: Phase 2

etc.

A “phase” does not necessarily correspond to a year. In fact, it is more common to spend two years or more at one phase, but progress through the phases can be accelerated or decelerated according to the individual needs of each student.

At the end of a school year, the individual teacher and the department members decide which phase is expected to best suit the individual child for the following school year. The teachers consider receptive and productive skills, including both the oral and writing ability of each student, as well as the summative Achievement Levels and overall grade. Assessment is adapted to the phase of language acquisition at which each class group is working.

During the year, a change of group may be recommended if a student is underachieving, struggling or performing at a very high level for the group. This means, for example, that an overachieving student might move to a higher phase in LA, while a struggling student could be transferred from LL to the appropriate LA group once the Semester Report is published. Changes can only take place at the start of a new semester.

Any transfer will be shared with the Subject Leader and will then be reported by the teacher to the MYP Coordinator. For the transition, the teacher needs to collect evidence to pass on to the MYP Coordinator. If this is approved, the parents will be informed via the MYP Coordinator. Such changes will be made in the best interests of the child and will be subject to a clear process of due diligence and consultation.

After Grade 8 it will no longer be possible for a student to move from Language & Literature to Language Acquisition except under exceptional circumstances (e.g. a new student joining the school in Grade 9 or 10).

In Option 2 (Grades 9-10) French and Spanish Language Acquisition are offered at some (but not all) phases between 1 and 3, depending on the students involved.

LANGUAGE ACQUISITION: German (Phase 1)

Unit Name: Ich und meine Interessen	
Content	Assessment
In this first unit, students will learn how to present and identify themselves in German. They will read and listen to basic introductions and will then practise their own first "small talk" in a variety of group activities. The amount of personal information given will slowly be increased by adding details such as age, nationality, birthday and country (or countries) of origin. For this, the students will also become familiar with the German alphabet, sounds and numbers. In the next step they learn to speak about their family and, possibly, pets. The grammar will focus on the learning of personal pronouns and the conjugation of regular verbs. Towards the end the key verbs "sein" and "haben" will also be introduced. Furthermore, the students will grow familiar with the articles and genders of nouns and, depending on the group, find out about the accusative "einen".	Oral task (Crit. C), Reading comprehension (Crit. B), Written task (Crit D)
Unit Name: Schule und Alltag	
Content	Assessment
Students will grow familiar with the vocabulary related to their own daily routines, hobbies and school. The grammar and language focus will be plurals, showing preferences, telling the time, describing routines and reflexive and separable verbs. Furthermore, they will discover how to link ideas in chronological order using expressions of time (temporal adverbs) and the effect that these expressions have on sentence structure (word order, verb second position). The students will also increase their knowledge of the accusative case using "ich habe..." and "es gibt...". The skill focus is on explanation, so students practise writing details and explaining cause and effect.	Listening comprehension (Crit. A), Reading comprehension (Crit. B) Written task (Crit. D)

Unit Name: Mein Umfeld	
Content	Assessment
<p>In this unit the students will extend their vocabulary for talking about their surroundings and their housing situation. They will also learn to talk about the weather in the region they live in. They will learn to speak about different types of houses and describe their own area and activities to do there (irregular verbs, verbs with vowel change) before describing the city they live in. In a next step the students will be taught how to describe their own house and rooms, e.g. by giving location and names of furniture items (prepositions with accusative, two-way prepositions). Students will become more familiar using "man kann..." and "es gibt...". Given the time of the year, there will also be a short introduction of the customs and traditions of Karneval in Germany and typical Easter celebrations.</p>	<p>Reading comprehension (Crit. B), Oral task (Crit. C), Written task (Crit. D)</p>
Unit Name: Essen und Einkaufen	
Content	Assessment
<p>Students will take field trips outside of school where they will use new vocabulary and structures about shopping or ordering food. They will also learn how to express themselves politely and to ask for what they need, understanding and giving quantities and again, preferences. From a grammar point of view, this unit will focus on adjectives and their agreement. Furthermore the students will repeat the use of the accusative tense and the use of the formal "Sie". The use of adjectives and personal pronouns for "it" (er, sie, es, etc.) will also be reviewed. If time allows it, the unit on shopping will be extended to shopping for clothes as well.</p>	<p>Listening comprehension (Crit. A), Reading comprehension (Crit. B), Written task (Crit. D)</p>

Unit 3: Ein Praktikum in München: arbeiten und wohnen	
Content	Assessment
<p>This unit focuses on where we live and work, in the context of a year out/work experience in a German-speaking country. Students will first decide the field in which they would like to work, then research possible employers and decide upon the town where they would like to live. They will write letters of application, find somewhere to live and then fit out their house or flat. The unit thus covers the fields of education, careers and living accommodation.</p>	<p>Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C); Written Task (Criterion D)</p>
Unit 4: Deutsche Gewohnheiten: essen und einkaufen	
Content	Assessment
<p>This unit looks at the topic of food, drink and shopping. Students start by discovering a range of vocabulary for eating and drinking, including foodstuffs, dishes and meals. They discuss how often they consume given items, present a dish from their own culture, investigate typical German dishes and look at German eating habits. At the next stage, they find out about eating out in Germany: what options there are, how to distinguish between them and what to do when they are there. They discuss the conventions of advertising, use the language they have acquired to produce material relating to a cultural festival and round out the unit by looking at the issue of healthy eating.</p>	<p>Listening comprehension (Criterion A); Reading Comprehension (Criterion B); Oral Assessment (Criterion C)</p>

LANGUAGE ACQUISITION: German (Phase 3a)

Unit 1. Ernährung - nachhaltig und fair?	
Content	Assessment
<p>In this unit, students will learn about the topic of food, drink and shopping from a sustainable perspective. Students start by discovering a range of vocabulary for eating and drinking, sustainability and environmental protection. They discuss how often they consume given items, and reflect on their eating and shopping habits. Students will present a dish from their own culture, investigate typical German dishes and look at German eating habits. We also compare cultural aspects of how to be sustainable and what sustainability, environmental protection and fair trade means to different cultures and people. This leads to the connection between eating habits and climate problems. We will discuss the conventions of advertising, use the language they have acquired to produce material relating to a cultural festival and round out the unit by looking at the issue of healthy eating. The grammatical focus will lie on comparison and subordinate clauses.</p>	<p>Speaking (Criterion C); Writing (Criterion D); Listening (Criterion A)</p>
Unit 2: Wir wollen mehr/Meer!	
Content	Assessment
<p>In this unit, we will talk about the topic of travelling. We will talk about different ways of transport and staying and learn new vocabulary. When the basic vocabulary is introduced, we will observe the topic of travelling from different perspectives such as not only travelling for joy but also travelling to search for something or to escape. In this unit it is also covered how to report and/or document experiences from a journey in different ways using a variety of tools.</p> <p>We will watch the movie „Vincent will Meer“, and work with it in detail. Grammar topics will be revised, especially the dative and accusative case with prepositions, as well as modal verbs and subordinate clauses.</p>	<p>Listening (Criterion A) Writing (Criterion D)</p>

Unit 3: Freundschaft 2.0	
Content	Assessment
In this unit, students will learn about friendship in times of social media. We will discuss the impact of social media on friendship in general and on a personal level. How does social media help in terms of friendship and what are its potential negative effects? We will share personal experiences and compare what friendship was like in the past, without any social media, and what it is like today. What does friendship mean and what is important to us personally? Different types of social media are discussed and compared in terms of friendship. We will read different types of texts such as newspaper articles and blog entries. The grammatical focus lies on sentence structure and the use of different tenses and cases. We will also revise comparison.	Listening (Criterion A) and Writing (Criterion D)
Unit 4: Frauenfußball in Deutschland - ein Einblick in die deutsche Geschichte	
Content	Assessment
In this unit, students will learn about German history and especially about the development of women's soccer and the role of women. We will read different texts and work with a variety of media. Hereby we will practise the use of conjunctions, connecting words and adverbs, as well as how to express one's own opinion in German. We will also watch a movie and the students will be engaged to work on creative tasks.	Reading (Criterion B) and Speaking (Criterion C)

LANGUAGE ACQUISITION: German (Phase 3b)

Unit Name: Landeskunde: das Rheinland und das Ruhrgebiet	
Content	Assessment
In this unit the focus lies on regional studies, especially the Rhine and Ruhr area in NRW. We will figure out regional and cultural characteristics and the impact on humans and on nature in this region. A regionally famous song will be heard and interpreted. The grammatical topics within this unit are the use of prepositions, sentence structure and different cases. Further on, we will practise textual understanding. We will read different types of texts and work with various media.	Reading Comprehension (Criterion B; Listening (Criterion A)
Unit Name: Schule... und dann?	
Content	Assessment
In this unit, students will learn about the possibilities they have when finished school. We will take a forwards and backwards look at their achievements and their hopes and plans for the future. They reflect on the connections between their own actions, their personality, the IB Learner Profile and their professional prospects. They investigate the options open to them and to German-speaking students of their age, in specific IB terms and in a more general educational and professional context. We will compare different ways of professional education after school, regarding university and apprenticeship. Students learn how to write a CV, a personal statement and a formal letter/email and use these skills to make a hypothetical job and/or university application. The grammatical focus lies on the use of different tenses such as present tense, perfect tense and future tense with „werden“. We will revise sentence structure and cases.	Writing (Criterion D) Speaking (Criterion C)
Unit Name: eAssessment	
Content	Assessment
In this unit we will thoroughly revise all important topics and prepare for the upcoming IB eAssessment.	Listening Comprehension (Criterion A), Reading Comprehension (Criterion B), Speaking (Criterion C), Writing (Criterion D)

Unit Name: Jede*r ist anders, alle sind gleich!	
Content	Assessment
In this unit we will talk about diversity and it's various aspects. Students will learn about what diversity means and will be able to share there opinions and experiences. We will hold discussions in the target language and the students will learn how to express their feelings and opinions vividly and use the target language actively. We will use different media and do in class activities as well as read different types of texts.	Reading (Criterion B)

LANGUAGE ACQUISITION: German (Phase 4)

Unit 1: Alarmstufe Erde	
Content	Assessment
In this unit, students will explore how climate change is transforming our planet and influencing our daily lives, while developing their skills in a foreign language. They will investigate the causes and consequences of global environmental change using real-world examples, scientific data, and personal observations – all while practicing subject-specific vocabulary, communication strategies, and critical thinking in the target language. This dual focus will help students deepen both their understanding of climate issues and their ability to express complex ideas clearly and confidently in another language. The aim is to build knowledge, foster responsibility, and inspire creative, practical ideas for a sustainable future.	Listening (Criterion A); Speaking (Criterion C)
Unit 2: Mission Grün - Kleine Schritte, große Wirkung	
Content	Assessment
In this unit, students will discover how everyday actions can contribute to protecting the environment, while strengthening their skills in a foreign language. They will examine practical, realistic ways to live more sustainably, from reducing waste to saving energy, and explore how small changes can have a global influence. Through project-based activities, discussions, and research in the target language, students will expand their subject-specific vocabulary and learn to communicate their ideas effectively. This approach not only builds environmental awareness, but also empowers students to express solutions confidently and creatively in another language.	Reading (Criterion B); Writing (Criterion D)
Unit 3: Geht nicht? Gibt's nicht!	
Content	Assessment
What does it mean to live with a disability? How does society influence how people see themselves? Is our society truly inclusive? In this unit, students explore what it means to live with a disability. Through texts, short films, and interviews, they reflect on how society shapes the self-image of people with disabilities and consider how inclusive our communities really are. The unit empowers students not only to develop their German skills in reading, listening, speaking, and writing but also to develop empathy, consider different perspectives, and reflect on individual and collective choices. Through discussions and creative tasks, students will be encouraged to think critically about inclusion, accessibility, and representation in everyday life.	Listening (Criterion A); Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)

Unit 4: Macht der Masse – Macht des Einzelnen	
Content	Assessment
<p>In this unit, students will read and explore the novel <i>Die Welle</i> (<i>The Wave</i>) by Morton Rhue. The story follows a school experiment that gets out of control, raising important questions about group pressure, leadership, responsibility, and the power of belonging.</p> <p>Through reading, discussion, and creative tasks, students will investigate how individuals behave within groups, how easily people can be influenced, and what it means to stand up for one's beliefs. The novel offers a powerful context to practice German listening, reading, speaking, and writing skills while reflecting on real-world issues like inclusion, discrimination, and social dynamics.</p> <p>Students will also work with grammar structures at B1 level, including complex sentence constructions (e.g. <i>sodass, je ... desto</i>), relative clauses, and useful vocabulary for expressing opinions, feelings, and social interactions. This unit encourages students to make connections between literature and life, to communicate with empathy and purpose, and to reflect on how language can shape thought and identity.</p>	<p>Effort grade ATL (Communication, Social, Thinking)</p>

LANGUAGE ACQUISITION: German (Phase 5)

Unit 1: Klima und Klamotten	
Content	Assessment
In this unit the students will learn about the impact of fashion on our identity, our culture and – most importantly – our environment. The students will contemplate their personal styling and shopping habits and identify the differences and challenges of fast fashion vs. slow fashion. At the end of the unit the students should come up with alternative and sustainable clothes-shopping options and new trends in the industry. The students will develop their use of the passive voice and become familiar with different text types such as speeches and brochures.	Speaking (Criterion C); Writing (Criterion D)
Unit 2: Lektüre – “Sonnenallee”	
Content	Assessment
In this unit students will focus on the topic of “what is important in life”. Within this topic, students will reflect on their personal definition of this broad term and also consider their personal future plans and goals. We will read the book, <i>Am kürzeren Ende der Sonnenallee</i> , in order to understand how history and time influence our lives. The unit will be embedded in an historic context: the German wall was built in August 62 years ago and our unit finishes with the celebration of German reunification (“ <i>Tag der Deutschen Einheit</i> ”) on the 3rd of October.	Listening (Criterion A); Reading (Criteria B)
Unit 3: Arbeitswelten – wie sieht unsere berufliche Zukunft aus?	
Content	Assessment
In this unit the students will explore what possibilities and opportunities await young people as they begin their professional lives both in Germany and worldwide. We will look at different German pathways to starting a career and explore working models and new professions. In this context, the students will learn how to write an application letter or to conduct a job interview, including the required vocabulary, grammar and style. Students will also enhance their expression of future situations.	Listening (Criterion A), Reading (Criterion B); Speaking (Criterion C); Writing (Criterion D)

Unit 4: Urbanisierung von morgen – grüne Städte?	
Content	Assessment
<p>Worldwide, every second person already lives in a city. In this unit students explore how global urbanisation is progressing and what challenges it brings with regard to climate change. One way to alleviate the negative impact of climate change is to make our cities "greener". Students will explore different possibilities worldwide and will research how German cities are designed. They will find out about possibilities, how to become active themselves and which contributions really matter. The students will enhance their vocabulary in the fields of environment and technical innovation and learn how to write convincing language while creating a speech.</p>	<p>Effort grade, ATL (self management)</p>

LANGUAGE ACQUISITION: Spanish (Phase 1)

Unit 1: ¿Quién soy?	
Content	Assessment
In this unit, students learn to introduce themselves and other people in simple sentences (name, age/birthday, nationality, languages, family, pets, etc.). They are introduced to the basic concepts of Spanish grammar (gender of nouns, conjugation of verbs) and will be asked to compare the rules and conventions of this new language with their own mother tongue. This way they should begin to see how language functions and to understand the process of language acquisition, in particular the use of patterns to help us find our way in a new language and the importance of learning new vocabulary and grammatical structures.	Reading Comprehension (Criterion B); Speaking (Crit. C)
Unit 2: La vida diaria	
Content	Assessment
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.	Listening Comprehension task (Criterion A); Written Task (Criterion D)
Unit 3: Mi entorno	
Content	Assessment
In this unit, students learn verbs and other expressions and phrases that enable them to talk about their daily routines, their weekend activities and their free time and hobbies. They learn how to say what time it is and when and how often they do things. Part of this unit will be dedicated to school life and students talk about their school subjects and their school buildings. The grammar focus of this unit is the conjugation of regular and irregular verbs and the phrases we use to express our opinion, likes and dislikes. By this stage, students should be developing a greater awareness of how Spanish functions differently to other languages and of the best ways in which they themselves can learn and internalise these concepts.	Listening Comprehension (Criterion A); Reading Comprehension (Criterion B); Writing Task (Criterion D)

Unit 4: La comida	
Content	Assessment
In this unit, students learn about different dishes and food in Spain. In the process, they learn how to order drinks and meals in a restaurant and practise this by designing their own menus and acting out role-plays with their fellow students. The main focus of this unit is of a cultural nature, as students discover a wealth of new vocabulary and dishes that do not exist in their own culture.	Speaking (Criterion C)

Spanish (Phase 2)

Unit Name: La ropa	
Content	Assessment
Students learn to describe and give opinions about clothing and fashion, starting with leisure wear and moving on to look at school uniform (as worn in Spanish-speaking countries)	Listening comprehension (Criterion A); Reading comprehension (Criterion B)
Unit Name: Las vacaciones en América Latina	
Content	Assessment
In this unit students will use the past tense to discuss their recent holidays, investigate the many regional facets of Latin America and consider their personal travel preferences.	Oral task (Criterion C); Written task (Criterion D)
Unit Name: La vida sana	
Content	Assessment
In this unit students look at the role of sport and exercise in maintaining a healthy lifestyle. They talk about the sports in which they (and others) participate, the frequency with which they do so and their opinions about them.	Reading comprehension (Criterion B); Oral task (Criterion C)
Unit Name: Vidas americanas	
Content	Assessment
In this unit students will practise and reinforce their knowledge of the preterite tense, which they learnt in the previous unit. They will do so in the context of biographies, looking at both famous Spaniards and their own families.	Listening Comprehension (Criterion A); Written task (Criterion D)

LANGUAGE ACQUISITION: Spanish (Phase 3)

Unit Name: Vidas y hazañas	
Content	Assessment
In this unit students investigate the concepts of "America", "Latin America" and "Hispanoamerica", looking into the countries involved, their history and the key figures that have played a significant role in that history. They develop their information literacy, media literacy, communication and presentation skills by researching a Spanish-speaking country and presenting it to their peers. They consider the concepts of creativity and innovation in the political and historical sense and use a range of past tenses to describe the lives and achievements of historical figures in both the third person (presentation/discussion) and the first person (role-play/interview).	Listening comprehension (Criterion A); Oral task (Criterion C)
Unit Name: Un viaje por América	
Content	Assessment
In this unit the students plan a hypothetical research project that takes them on a journey across Latin America, looking at different styles of housing and the way people live in different countries and cultures. They use the preterite to describe their journey both during and after the event, giving in-depth information and opinions about the trip while learning how to adapt their language to fit the medium they are using and the audience they are addressing.	Listening comprehension (Criterion A); Reading comprehension (Criterion B); Written task (Criteria D)
Unit Name: Otros tiempos	
Content	Assessment
Having learnt about the history and culture of countries in Latin America in previous units, the students now move further back in time to investigate the ancient, pre-columbian civilisations of South and Central America. They learn to use the imperfect tense to describe life before the arrival of the Spaniards (ongoing/repeated actions) and contrast this with the use of the preterite to describe what happened during and after the conquest (specific events and consequences). They also see, hear and read texts in which the imperfect tense is used to describe repeated actions in the past, for example the author's childhood.	Listening comprehension (Criterion A), Oral task (C), Written task (D)

Unit Name: Argentina	
Content	Assessment
To round off this year of learning Spanish through the lens of Latin America, students focus on one particular country: Argentina. They read and listen to a range of texts about the history, geography and culture of Argentina, sharpening their information literacy skills along the way before picking out one specific topic that interests them.	Reading Task (Crit. B), Oral task (C)

LANGUAGE ACQUISITION: French (Phase 3)

Unit 1: Notre alimentation	
Content	Assessment
In this unit, students begin by discovering the vocabulary they need to talk about food and drink, before moving on to investigating in greater depth the eating habits of the French-speaking world. In the process, they learn how to buy food at the shops and order it in a café or restaurant. Once they have established this base of knowledge and understanding, they begin to consider what constitutes a healthy diet and learn to relate their experiences of eating out.	Reading comprehension (Crit. B); Written task (Crit. D)
Unit 2: Nos choix	
Content	Assessment
In this unit, students begin by looking at their lifestyle choices with regard to food and drink, before moving on to consider other aspects of their lives and the choices with which teenagers the world over are confronted. In the process, they discuss the stress-factors that affect their lives and the possible pitfalls. Finally, they investigate the issues surrounding drugs and alcohol and consider other examples of addictive behaviour.	Listening comprehension (Crit. A); Oral task (Crit. C)
Unit 3: Nos vacances	
Content	Assessment
In this unit, students begin by reviewing the sports they practise and the sporting options available at school, before moving on to considering specific sports in detail. In the process, they revise the parts of the body and consider the links between sport and healthy living. By investigating a popular sport in the French-speaking world, they learn how to synthesise and present information in an effective manner; finally, they use this as a springboard for writing about famous sporting events in the past.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C); Written task (Crit. D)
Unit 4: Nos avancées technologiques	
Content	Assessment
In this unit, students begin by revising and expanding upon the language they need to discuss the impact of new technology on society as a whole and their own lives in particular. In the process, they discuss their own use of technology both in and out of school. Finally, they investigate the manner in which developments in technology have affected the way pop music is produced, distributed and consumed, before looking at some visions of the future from the past and visualising their own future.	Listening comprehension (Crit. A); Reading comprehension (Crit. B); Oral task (Crit. C)

MATHEMATICS

Standard

Unit Name: Number	
Content	Assessment
Students will learn to use scientific notation (standard form) to efficiently solve problems that involve very large and very small numbers. Students will then be given the opportunity to practice the skills that they have been learning and using by completing real-world examples from e.g. Science, allowing them to put their knowledge into context. Students will continue to work with reciprocals, and will learn to understand the meaning of negative indices and fractional indices. Students will then learn how to manipulate surds (radicals), including rationalizing the denominator. Students will be able to solve a variety of geometrical problems involving surds.	Number unit test (Criterion A), Oil crisis investigation (Criteria C,D)
Unit Name: Algebra and Graphs	
Content	Assessment
In this unit, students will explore and compare a variety of different methods used for solving algebraic equations. Students will learn the complete square method and will learn how to factorize quadratic equations to obtain a solution. Students will then explore how their factored solutions relate to the graphs of the functions in question. They will investigate transformations of graphs and be able to generalize their results using function notation. Throughout the unit, algebraic skills such as manipulation of quadratic equations, changing the subject of a formula or equation, and algebraic fractions will all be revisited and strengthened.	Product numbers investigation (Criteria B,C), Algebra test (Criterion A)
Unit Name: Geometry and Trigonometry	
Content	Assessment
Students will build on their previous knowledge of angles by looking at circle theorems. They will then move on to triangles, looking first at similar triangles and then revising their knowledge of trigonometry in right-angled triangles. Once their ability to work with all of these types of triangles is secure, we will move on to the sine and cosine rules. The graphs of the sine, cosine and tangent functions will be defined and their properties explored. We will then go on to investigate the transformations of trigonometric graphs and use these to solve real-world problems in a variety of contexts.	Broad Based Test (Criterion A)

Unit Name: Probability	
Content	Assessment
<p>Students will learn how to represent events using the following: sample space diagrams (sometimes referred to as two way tables), simple tabular representations and tree diagrams, ranging from two to multiple events. Students will begin to understand and use the laws of probability, including recognizing the difference between 'AND' and 'OR' statements and their associated formulae. They will be able to calculate the probabilities of both single and compound events, referring back to the diagrams (such as two way tables) learnt earlier in the unit. Students will study and begin solving problems involving conditional probability and situations with three or more events; where possible these events will be firmly rooted in real life situations.</p>	<p>Fruit Machine investigation (Criteria C,D), Parks Investigation (Criterion B)</p>
Unit Name: Revision and Transition	
Content	Assessment
<p>Students will spend the last part of the year revising for the e-Assessment examination. There will be opportunities to take specimen tests and to familiarise with thee-Assessment specific software. After this students will be split into groups according to their chosen DP mathematics course and they will work on consolidation of skills designated as prior knowledge for the Diploma.</p>	<p>e-Assessment</p>

MATHEMATICS: Extended

Unit Name: Sets and Venn Diagrams	
Content	Assessment
Students will investigate the basics of finite sets, including notation and vocabulary. They will learn how to express infinite sets (as well as other sets) using set-builder notation. They will learn the definitions of natural numbers, integers, rational numbers, irrational numbers and real numbers, and understand how they relate to one another. They will practice converting complex repeating decimals into fractions of integers. Students will work with Venn diagrams and relate them to sets in order to solve complex problems and investigate elements of probability (including conditional probability, $P(A B)$). Students will investigate complex relationships by shading Venn diagrams including universal sets with three subsets and complements.	Test on set notation and Venn diagrams (Criterion A)
Unit Name: Algebra	
Content	Assessment
Students will investigate number sequences, including square and triangular numbers and the Fibonacci sequences. Students will study arithmetic and geometric sequences and series in detail. The condition of convergence for infinite geometric sequences will be investigated along with the value of the convergence. Students will become familiar with sigma notation. Students will look at function theory, including domain, range and transformations. Inverses will be an area of particular focus and used to introduce the concept of a logarithm and different number bases. Students will investigate the properties of logarithms and will be able to solve problems involving the log laws and operations in different number bases.	Real-life application of logs (Criteria C & D). Algebra investigation in class (Criterion B). Written test. (Criterion A)
Unit Name: Geometry	
Content	Assessment
Students will understand the unit circle and the definition of the sine, cosine and tangent functions. They will use this knowledge to generate the sine, cosine and tangent graphs and will understand their properties. Students will apply their knowledge of transformations to periodic graphs, and will learn how to model real-life phenomena using trigonometric functions. Students will then go on to use this knowledge in solving trigonometric equations, including using trig identities (the tangent and Pythagorean identities). Students will revisit triangle geometry, revising SOHCAHTOA, and then progress to look at non-right triangles and will be able to use the sine rule, cosine rule and area of a triangle formulae. Students will understand the concepts of similarity and congruence in triangles. Finally, students will study vectors, looking at different notations, and understanding the meaning and use of addition, subtraction,	Real-life trigonometry modeling investigation (Criterion D). Geometry patterns investigation in class (Criteria B & C). Written test (Criterion A)

scalar multiplication, and dot/scalar products of vectors in 2 and 3 dimensions.	
--	--

Unit Name: Revision and Transition	
Content	Assessment
Students will spend the last part of the year revising for the e-Assessment examination. Extended students may choose either the Extended or the Standard examination. There will be opportunities to take specimen tests and to familiarise with the e-Assessment specific software, particularly the on-screen calculator. After this students may be split into groups according to their chosen DP mathematics course. They will work on consolidation of skills designated as prior knowledge for the Core course of the Diploma.	e-Assessmen

SCIENCES

Unit Name: Chemical Reactions	
Content	Assessment
<p>Students will learn about the various types of chemical reactions. At the end of the unit, they will be able to predict products given certain acid/base reactants. They will explore various methods for measuring pH (indicators, meters/sensors/ conductivity, gas, etc.), leading into a discussion of rates of reaction, through which they will understand the factors controlling rate and thus be able to suggest how fast a reaction will proceed and in which direction based on the reaction conditions. They will apply this knowledge to solve problems, as well as to construct, interpret and analyze graphical representation of rates of reaction. Finally, they will study the concept of equilibrium and put all of their understanding together to apply these concepts to industrial problems.</p>	<p>Crit.A1 & A2 - Quizzes (Acid/Base, Stoichiometry) Crit.B - Design an investigation to investigate affect of a factor on rate of acidic decomposition. Crit C - Analyze and evaluate data from reaction rate of $\text{Na}_2\text{S}_2\text{O}_3$ lab Criterion D - Acid-Rain on-demand essay</p>

Unit Name: Energy for Now or Later?	
Content	Assessment
<p>Students will participate in an introductory organic Chemistry course that connects carbon based chemicals (hydrocarbon products of crude oil) with their use as fuels and in the production of plastics along with other uses. Students will explore processes associated with extraction and processing of hydrocarbons and develop research and presentation skills connecting the social, environmental and ethical (amongst other) implications of human reliance on hydrocarbon extraction. Students will learn and apply nomenclature based on IUPAC rules to name, draw and identify simple alkanes, alkenes, alcohols, carboxylic acids and esters. An introduction to energetics will allow students to quantitatively evaluate the amount of energy a hydrocarbon fuel releases when burned. Introductory skills in stoichiometry will further allow students to make quantitative judgments on fuel emissions. Methods for calorimetry will also be explored and evaluated. Students apply knowledge of REDOX reactions and the activity series in connection with electrochemical cells to appreciate batteries and hydrogen cells as alternative fuels. To finish out the year, students are assigned a country and develop a 100% Sustainable Energy plan that fits the needs of that country, applying their knowledge thus far of Grade 10 Science.</p>	<p>Crit A3/D2&4 - Design a Battery (Voltaic Cell) Crit.A1 & D - Quiz Crit.B&C - Compare the efficiency of two fuels. Crit A1&2/D1&3 - Sustainable Energy Challenge</p>

Unit Name: Biochemistry and Enzymes	
Content	Assessment
In the biochemistry component of this unit students will investigate the biological processes and chemistry that results in the balance necessary for maintaining a healthy body. The caloric content of food will be examined alongside the structure and function of biological macromolecules to understand a balanced diet and that there are numerous ways to achieve this. The effects on the body and mind of malnutrition will be examined primarily through the use of specific case studies. In the enzymes component of this unit students will understand the role of enzymes as chemical catalysts that biological processes depend upon. Competing scientific models will be used to illustrate the function of enzymes and students will do practical work with several enzymes to better understand biological and industrial application for a desired product.	Test (Criterion A), Enzyme investigation (Criteria B&C)

Unit Name: Homeostasis	
Content	Assessment
Organisms only develop or stay healthy if different variables within the body are kept in balance. They will explore the homeostatic mechanism of negative feedback through the exploration of the structure and function of human organ systems. Specifically, the collaboration between the nervous and endocrine systems to regulate the steady state of circulatory, ventilatory, digestive systems and thermoregulatory control will be the focus and students will develop skills to design experiments that investigate homeostatic control in these systems. At a cellular level, students will differentiate between types of nerve cells and be able to explain electrical conduction of nerves. At a molecular level, students will understand the role enzymes play in digestion and have an opportunity to investigate hormones and their role in homeostasis. Students will also plan to investigate tropisms and responses to stimuli in plants and explore disease and the role of the immune system.	Test (Criterion A), Research project (Criterion D)

Unit Name: Reproduction	
Content	Assessment
<p>This unit focuses on comparing and contrasting a variety of approaches organisms have for reproducing and ensuring survival of their species. Students will understand what a life cycle is and that it may involve sexual reproduction, asexual reproduction, or both depending upon the organism and the current environmental conditions. Students will be expected to describe specific examples of various life cycles, accurately label diagrams, identify specific pollinators and describe their role(s), and describe each of the mechanisms that occur within a specific life cycle.</p>	<p>Test (Criterion A)</p>

Unit Name: DNA, Genetics, and Evolution	
Content	Assessment
<p>This unit relies on several models to illustrate the structure and function of DNA. Students will be able to describe the structure of DNA and its constituent molecules. Students will also appreciate that DNA is a self-replicating molecule and be able to explain the processes that allow DNA to do so. Using these understandings of DNA, students will investigate DNA as the genetic molecule that enables organisms to pass traits from one generation to the next both with and without modification. In this unit the role of the two types of cell division will be examined closely and students will be able to explain the relationship between them. Causes of variation of the DNA, and subsequently of traits, will be examined. Students will appreciate that evolution is the change in heritable traits over time. Artificial and natural selection pressures will be examined along with a variety of scientific evidence for evolution.</p>	<p>Test (Criterion A), Investigation (Criteria B&C)</p>

Unit Name: Biotechnology	
Content	Assessment
<p>Students will appreciate that biotechnology uses cellular and biomolecular processes to solve problems and create products. Students will examine the use of biotechnology in a variety of industries to appreciate its importance to humans. Genetic engineering will then be explored as a faster and more precise approach to biotechnology than selective breeding. Benefits, risks, and differences will be explored in detail and students will complete a research project in this area to investigate further into an area of interest. This unit involves practical work with gel electrophoresis to produce unique DNA banding patterns. Connections to cloning and stem cells will also be investigated and students will be able to explain the role of these in biotechnology processes.</p>	<p>Research project (Criterion D)</p>

Unit Name: Radioactivity, Thermal Physics and Astrophysics	
Content	Assessment
<p>In this unit, students learn about radioactivity, alpha and beta particles, and gamma rays. Radioactivity ionizes matter that it passes through and students learn about the effects. They study radioactive decay as a random process, half-life, the GM-tube, background radiation, nuclear energy and fission and fusion as well as the practical applications of each of these processes.</p> <p>As part of Thermal Physics, students will take a look at the basic physical properties of solids, liquids and gases (incl. kinetic molecular theory). They study evaporation and boiling, heat transfer, conduction, convection, and radiation. Insulators and conductors (incl. materials) as well as the heat loss of buildings are evaluated. Specific heat capacity and latent heat are also part of this unit.</p> <p>A small part of the Mechanics topic will be included here as well, namely momentum, power and efficiency as an extension to what was taught in grade 9.</p> <p>The Astrophysics part covers the solar system with its planets and satellites and gives a brief introduction into the Big Bang Theory.</p>	<p>Essay on an application nuclear energy (crit. D).</p> <p>Investigation on the specific heat capacity of water (crit. B & C).</p> <p>In-class test at the end of the unit (crit. A).</p>

Unit Name: Electricity, Magnetism and Electromagnetic Induction	
Content	Assessment
<p>Students will build knowledge and understanding around concepts associated with electricity in this unit. Specifically, students will explore theoretical and experiential aspects of static electricity and apply laws (Coulomb's law) to explain electric fields and forces. They will make connections between this area of physics and its applications to lightning and printing amongst other uses. Students explore electrical current, construct circuits and apply their knowledge of circuitry to solve problems. Students will also be introduced to symbols and formulae and be expected to apply these and interpret and construct circuit diagrams. One of the more familiar aspects of electricity, mains electricity, will be part of the ac (alternating current) part of the topic. Students will connect their learning to explore magnetism focusing on applications of electromagnetism. Students will connect physical laws (Faraday's law, Lenz' law, Fleming's right hand rule...) to the scientific evidence that supports them through experimental and theoretical contextualization. In this context students will learn about energy resources, fuels and their environmental impact.</p>	<p>Investigation on the internal resistance of a battery (crit. B & C).</p> <p>Essay on an application of electricity (crit. D).</p> <p>In-class test at the end of the unit (crit. A).</p>

INDIVIDUALS AND SOCIETIES

Unit Name: Geography - Natural Hazards / Biomes	
Content	Assessment
<p>Students will look at the following: Plates and plate movement and layers of the earth, Wegener and continental drift, Earthquakes and what are they? How do they form? How are they measured e.g. Charles Richter. Impacts of Earthquake in a LEDC e.g. Haiti. Impacts of Earthquake in MEDC such as Italy/Japan. Management of Earthquakes and predictability, earthquake proof buildings warning systems, earthquake insurance, aid to these areas concerts/money to Haiti.</p> <p>Volcanoes and what are they? How do they form? How are they measured? Impacts of a volcano in LEDC e.g. Mt. Pinatubo. Impacts of a volcano in MEDC such as Iceland. Management of Volcanoes, predictability, exclusion zones, Gas emissions/bulge in mountainside, early warning systems and land zoning.</p> <p>We will finally move on to looking at how we manage natural environments through sustainable resource consumption. We will focus on ways that Tundra areas can sustainably obtain energy. We will use Iceland as a case study and look at the ways that they harness the raw power of their natural environment.</p>	<p>Completion of an investigation task for Criterion B based on how advances in technology have helped in managing hazards.</p> <p>Completion of two written tests for the other Criteria A,C & D based on work covered in class</p>

Unit Name: Geography - Climate Change	
Content	Assessment
<p>Students will look at the definition of climate change and how there can be both natural and human causes of climate change. We will look at natural causes such as volcanic eruptions and changes in the surface of the planet. We will focus on how we as a population are accelerating the process of climate change. We will use case studies of areas that are vulnerable to the impacts of climate change, especially in the Arctic and in low lying areas. Students will focus on how we can try and manage the impacts of climate change. This will be done through individuals, by measuring ecological footprints, all the way up to international agreements such as the Paris Agreement. We will look at a range of mitigation and adaptation methods in solving the problem.</p>	<p>Completion of a presentation on the impacts of climate change of a named area - Criterion B.</p> <p>Completion of a written test for the other criteria A,C & D based on work covered in class</p>

Unit Name Geography: Connections	
Content	Assessment
<p>Students will study the following: the nature of development and development indicators. Sustainable Development Goals (old MDG's). The rise of the global economy such as containerization. Global shifts in manufacturing. Changing patterns of global development and development gaps. Managing disparities, Trade and Aid and Dam projects. Loans, remittances, FDI's, Trade Blocs, NAFTA, and EU. Brexit and the impacts on Europe and the world. Economic Migration Mexico and USA and Remittances. The growth of global tourism, Aviation and package holidays. The impacts of mass tourism e.g. Mediterranean. Eco/Sustainable Tourism such as Galapagos. Global Culture and Homogenous Societies and the Loss or keeping of cultures – Chinese, Irish, European loss. Cultural Imperialism and Americanization. Responses to loss of culture such as nationalism, terrorism e.g Basque region/Catalonia/Scotland. Life in a non – globalised society.</p>	<p>Students will complete a long essay on the role of TNC's across the world for criterion D. Students will then complete two written tests for the other criteria based on work covered in class. (A,B & C)</p>

Unit Name: History - The Scramble for Africa	
Content	Assessment
<p>Students will evaluate the scramble for Africa in the nineteenth century, enabling students to understand the process of imperialism and its impact not only upon the time in question but its impact upon Africa in the present. The issues of the place and space of the indigenous populations under African colonisation are evaluated through such events as the Berlin Conference, explorers, missionaries, opposition to Imperialism, e.g Adowa 1896. The key global concept, which runs throughout this time period, is the impact imperialism has and continues to have on inequalities within the continent. Key Individuals will also be covered such as King Leopold, David Livingstone, Cecil Rhodes and Henry Stanley. Different historical perspectives on the benefit or negatives of imperialism will be explored Niall Ferguson (positive impact) v Hobsbawm (critical negative impact).</p>	<p>Semester 1 Two 30 minute class-based tests to cover the MYP Assessment Criteria (in eAssessment format) (Criteria A, B & D) One full MYP e-assessment exam (A,B,C,D)</p>

UNIT Name: History - India and Britain, 1600-1949	
Content	Assessment
<p>In this unit, students will consider the impact of British rule upon India's political and cultural history, infrastructure and economic development. Beginning with the entry of the East India Company, students will examine the consequences of the siege of Arcot, the Battle of Plassey, the Sepoy Mutiny and the establishment and impact of the Raj. During this early period of colonial presence, students will consider why Prime Minister Disraeli described India as "...the jewel in the crown of the Empire."</p> <p>Other important events that we will look at include India's role in the First and Second World Wars, the Amritsar Massacre, the independence movement, civil disobedience, as well as the roles of leading figures including Gandhi, Jinnah and Nehru. Finally, students will examine the challenges that India and Pakistan faced following the partition and the independence of both nations in 1947.</p>	<p>Semester 2</p> <p>Semester-based research essay on historical topic of student choice (Criteria A, B, C, D)</p>

Unit Name: History - Origins of The First World War	
Content	Assessment
<p>Students will evaluate the origins of the First World War in 1914, in both the long term and short term, enabling students to understand the process of global interaction and its impact, not only upon the time in question, but also upon Europe in the present. The issues related to global interactions are evaluated through such events as the Moroccan crisis, the naval race and the assassination of Archduke Franz Ferdinand. Students also assess the role of individuals, such as Kaiser Wilhelm II. The key global concept that runs throughout this time period is the impact of inter-connected relationships between nations, along with the ideas of balance of power, spheres of influence and nationalism. Introduction to Historiography, including the Fischer thesis and who was to blame for the outbreak of war.</p>	<p>Assessed and graded mock e-assessment (A,B,C,D), conducted during G10 mock exam week (March).</p> <p>One class-based test to cover the MYP Assessment Criteria (in eAssessment format) (Criterion B)</p>

PHYSICAL AND HEALTH EDUCATION

Elective

This elective course promotes physical literacy through engaging units in team sports, net and wall games, striking and fielding, and the Sport Education model. Students develop movement skills, tactical understanding, and teamwork in a supportive and active environment. Emphasis is placed on self-evaluation, performance, and improvement over time. The program encourages lifelong participation in physical activity and builds confidence, cooperation, and personal responsibility through varied and student-centered movement experiences.

Unit Name: Team Sports	
Content	Assessment
This course is designed to develop and improve ball skills, teamwork, muscular strength and endurance. Students will learn the basic skills, techniques and strategies of a variety of team sports. They will practice these skills in individual and group drill situations. When students have mastered these basic skills, games will be played. Students will be tested on all pertinent theoretical aspects of the activities. At the conclusion of the course, students should be able to play all sports with enjoyment and increased confidence.	Applying and Performing
Unit Name: Racket Sports	
Content	Assessment
This course is designed to expose students to individual and team racquet activities. The course will focus on stroke development, game analysis and play refinement. Students will work on improving hand-eye coordination, footwork, positioning, and reaction time. Singles and doubles play strategies will also be presented. Practicing court etiquette, officiating, scoring and participating in round robin tournaments will conclude the class activities.	Knowing and Understanding Applying and Performing
Unit Name: Sport Education	
Content	Assessment
Within this unit, students will take responsibility for their own learning by planning and developing a sports program. Students will investigate the different roles and responsibilities that are needed for their team to function effectively and take part in these roles. Students will develop their interpersonal skills in order to communicate with their team members and to resolve possible conflicts that their team may face. While functioning as a team, students will develop their sporting skills as well as refining their	Applying and Performance Reflecting and Improving Performance

movement concepts and game strategies, by participating in student run, coaching sessions and tournaments.	
--	--

Unit Name: Striking and Fielding	
Content	Assessment
In this Striking and Fielding unit, students will develop key skills in a variety of games. Through dynamic drills and engaging games, they'll enhance hand-eye coordination, teamwork, and strategic thinking. Ideal for all skill levels, this unit promises fun, fitness, and a deeper understanding of these exciting sports	Reflecting and Improving Performance

PHYSICAL AND HEALTH EDUCATION: e-Portfolio

Unit Name: Personal Fitness	
Content	Assessment
In this Personal Fitness unit, students assess their muscular endurance, identify an area for improvement, and design a personalised training plan using gym and bodyweight exercises. The students learn how to use equipment safely, develop targeted fitness strategies, and reflect on their progress—building essential skills for the upcoming Eportfolio unit in November.	Planning and Reflecting (Criteria B & D)

Unit Name: Fast Five	
Content	Assessment
In this unit, students will participate in a modified version of netball. They will use a range of movement skills and strategies, including moving into space, communication, passing, and catching. Students will be assessed on their performance in Fast Five and through a performance analysis presented in an athlete profile. They will evaluate their strengths and weaknesses and make recommendations for improvement. Students will also examine the components of fitness and explore strategies for development—skills essential for the upcoming Eportfolio in November.	Performance (Criterion C) Performance Analysis (Criterion A)

Unit Name: ePortfolio	
Content	Assessment
The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November.	Knowledge and Understanding (Criteria A) Planning for performance (Criterion B) Performance (Criterion C) Reflecting upon performance (Criterion D)

Unit Name: Primary Sports Day Game Development	
Content	Assessment
<p>Within this unit, students will design and run a game for Primary Sports Day, empowering them to take an active role in the planning and execution of physical activities. This project fosters creativity, teamwork, and leadership skills as students collaborate to create a game that is fun and engaging for younger students. Additionally, this unit emphasizes the importance of positive communication and relationship-building, as students work together to ensure the success of their sports day event.</p>	<p>Formative - Reflecting upon performance (Criterion D)</p>

Unit Name: Summer Sports and Movement	
Content	Assessment
<p>Within this unit, students will explore a variety of different physical activities. These are selected by the students allowing for the empowerment of student voice. The role of the unit is to build an understanding of the activities that students love, to enhance physical literacy and a life-time of physical activity. Throughout the unit, students will reflect upon how physical activity contributes to reduced stress (great benefit during exam periods). In addition, students continue to develop and build upon their relationships, practicing positive communication.</p>	<p>Performance (Criterion C)</p>

DESIGN

Unit Name: Inclusive 3D product Design (Digital Design) 15 periods	
Content	Assessment
<p>This unit explores CAD/CAM tools for creating real-world solutions through the design and creation of 3D products. Students learn about inclusive design through designing and creating 3D products that are suitable for a population with reduced fine motor skills and manual dexterity. Students will extend their technical skills in 3D modelling using CAD software and 3D printing with Bambu lab. Students will work through the design cycle and develop technical drawings for 3D products. These skills may later be implemented in their e-Portfolio project in November. Students with prior CAD/CAM experiences are encouraged to extend their design specifications and technical skills through the project.</p> <p>This unit aims to prepare students to meet the demands of the ePortfolio task that is to follow it.</p>	<p>Formative feedback through written comments on ManageBAC and in-class discussions.</p> <p>Peer feedback - during ideas development and the evaluation of products.</p> <p>Summative assessment: MYP Design criteria (A, B, C, D).</p> <p>primary research, product analyses, tools and technical skills, diagrams, written evaluations, and at least one final digital product.</p>

Unit Name: Media and Communication (Digital Design) 15 periods (Optional)	
Content	Assessment
<p>Students will start this unit when time is available before the ePortfolio start date in November. This unit explores the impact of the media on our beliefs, knowledge, and power in the digital and AI age. Classroom discussions will encompass traditional media vs. social media, media objectivity and range of sources, multiple perspectives of information, censorship, cultural sensitivity, and responsibility of media creators.</p> <p>This unit will comprise mini-projects that are focused on advanced digital skills development. Students will extend their practical skills in film, image editing and graphics design, illustration, coding, and web design to communicate the need for a solution. Students will extend their learning on how to use storyboarding and planning strategies for creating mini- products in this project. This unit also develops the core technical skills required in readiness for the ePortfolio later in the year.</p>	<p>Formative feedback on ManageBac and in-class discussions.</p> <p>Peer feedback will be used during criteria A and B.</p> <p>Summative assessment will be based on the MYP Design criteria (A, B, C, D).</p> <p>This unit aims to prepare students to meet the demands of the ePortfolio task that is to follow it.</p>

Unit Name: Open-brief - E-Portfolio unit (Digital Design) 25 periods	
Content	Assessment
<p>This year's topic, assigned by the IB for the ePortfolio in November, will develop the message of the product, determine the client and global context that will be the basis of the project.</p> <p>In this unit, students will explore the key concept and global context to develop a digital media product of their choice (a film, animation, blog, illustration, coding, photography with digital graphic design, dynamic website, CAD/CAM products, digital game etc.) that communicates the message they have decided on.</p> <p>Students will have access to a variety of software including Affinity-Photo, Designer and publisher, iMovie, GarageBand, and a range of open source applications available - Visual Studio Code, OnShape. Access to a range of materials and equipment is available for product development including; gimbals, tripods, greenscreen, graphics tablets and 3D printers.</p> <p>This course requires student and parental consent for the student to be photographed and filmed, and for this media to be shared with the IB and within the school.</p>	<p>Formative feedback will be given through in-class discussions and teacher-student consultation.</p> <p>Summative assessment follows the original IB (MYP) Design criteria and will be given through ManageBac and comments on the student report.</p> <p>There will be one submission per criteria (A, B, C & D). The documentation of this unit will be in the form of a Portfolio and a digital final product.</p>

Unit Name: innovation Open-brief (Digital Design) 25 periods	
Content	Assessment
<p>This open-brief project allows students to explore innovation, sustainability, and global issues to develop products of their choice. Students choose a topic of personal interest, and the new digital tools they are curious to learn about or existing skills to extend their knowledge. Students will learn new digital tools or develop advanced-level skills to extend their technical knowledge. Having curiosity in learning, exploring, practising and experimenting with the possibilities of new and existing digital tools is strongly encouraged.</p>	<p>Students follow the IB MYP Design requirements</p> <p>Each criterion is summatively assessed. Formative feedback will be provided leading to each summative assessment</p> <p>Criterion A: Inquiring and analysing.</p> <p>Criterion B: design a range of ideas for the product.</p> <p>Criterion C: Creating the solution.</p> <p>Criterion D: Evaluating.</p>

Unit Name: Escape route (Product Design) 15 periods	
Content	Assessment
<p>Planning projects and creating the final product works better for students who have an understanding of 3D objects. This first introduction gives them a challenge that needs to be solved with a prototype. Prototyping as an essential method to creatively develop ideas will be one of the main outcomes of the project. A prototype on a scale 1:10 will be developed, materials explored that lend themselves for prototyping as well as techniques that make rapid prototyping possible.</p>	<p>Criterion B: Developing ideas</p> <p>Students will summarise their findings in a condensed format that focuses on the visual.</p>

Unit Name: 'Smarter than your phone' (Product Design) 25 periods	
Content	Assessment
<p>Following the design cycle the students will develop a project considering the advantages and disadvantages of the permanent digital connectedness. Each student will develop a solution that will be a physical product. The complexity of the design cycle will be adjusted to the time available so that the project can be done before the e-portfolio starts. Experiencing all criteria will make it easier for them to follow them during their final exam project, the e-portfolio.</p> <p>Focus will be on a detailed sketch/prototype of ideas, a plan that contains all the details, a manufacturing process that involves different materials and tools and finally an evaluation with real product testing.</p>	<p>Criterion A: Inquiring and analysing</p> <p>Criterion B: Developing ideas</p> <p>Criterion C: Creating the solution.</p> <p>Criterion D: Evaluating.</p>

Unit Name: E - portfolio: Open brief, e.g.: 'Recording for the future' (Product Design) 25 periods	
Content	Assessment
<p>'Orientation in space and time: Natural and human landscapes and resources .' or 'Designing to create a sense of belonging' were topics given to us by the IB for the e-Portfolio. We will receive the new topic as a skeleton unit at the beginning of November and then develop it for our students.</p> <p>Students go through the design cycle in detail, exploring the topic, developing ideas, building their project and evaluating the outcome. It is a culmination of all the skills and knowledge they acquired over time.</p>	<p>Summative assessment</p> <p>Criterion A - Inquiring and analysing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>There will be one submission per criteria.</p> <p>The original IB criteria will be used, graded work will be first internally standardised and then moderated by the IB.</p>

Unit Name: 'Community Project' (Product Design) 12 periods

Content	Assessment
<p>What challenges do communities experience? What are communities? How can you identify and address a specific problem of a community?</p> <p>Focus of this unit is the product and the practical work leading to it. Skills in manipulating materials and producing high quality products will be the main emphasis of this unit as a culmination of the product design program.</p>	<p>Summative or formative</p> <p>Criterion A - Inquiring and analyzing</p> <p>Criterion B - Developing ideas</p> <p>Criterion C - Creating the solution</p> <p>Criterion D - Evaluating</p> <p>Students will be able to make choices between formative and summative feedback. Their achievements of the e-portfolio will be their main grades for the 2nd semester.</p>

ARTS

Music

Unit Name: Investigation and Performance	
Content	Assessment
<p>This unit will focus on listening and performing skills. Students will choose a piece of music they feel best represents an aspect of themselves. They will perform detailed musical analysis of this piece and determine how the elements of music are applied and which elements most support their interpretation of the piece. Students will study the role of a performer as interpreter of a composer's intentions and the role their personal expression plays its presentation. They will practice the piece and receive feedback on their technical skills and techniques for making critical artistic choices related to their chosen artistic goal.</p>	<p>Assessments include but are not limited to:</p> <p>Investigation essay submission (Criteria A,B,C,D)</p> <p>Performance on solo instrument/voice (Criteria A,B,C,D)</p> <p>Music journal entries (Criteria A,B,C,D)</p>
Unit Name: To be published by the IB in November	
Content	Assessment
Published by the IB in November	Available in November
Unit Name: Analysis and Composition	
Content	Assessment
<p>Students will study the works of a specific composer of their own choice. They will choose a piece which best matches the style and genre they wish to compose in. Students will analyze the techniques used by that composer and try to model these techniques in their own composition. They will document the process and will explain the links in their composition to the one they are modeling. Students will complete composition exercises to strengthen their composition techniques and build a skill base. They will use western music notation and use all required performance directions. The students will build an artistic intention and develop their composition in line with this intention experimenting with multiple applications of the elements of music. The composition can be for a specific solo instrument or for an ensemble.</p>	<p>Assessments include but are not limited to:</p> <p>Analysis essay submission (Criteria A,B,C,D)</p> <p>Composition submission using western music notation (Criteria A,B,C,D)</p> <p>Music journal (Criteria A,B,C,D)</p> <p>Documentation of the artistic intention and demonstrating the link between artistic intention and final product (Criteria A,B,C,D)</p>

Unit Name: World Fusion

Content	Assessment
<p>Students in will study various genres of music from around the world. They will use appropriate music terminology and analyze musical elements in both western and non-western contexts. Students will develop a basic understanding of and explore aspects of non-western scales and alternate methods of tuning. Students will learn to identify and define genres through guided listening. They will also examine the context in which this music is performed. Once students have explored the various musical cultures, they will use elements of the music studied to fuse with western music to create a new composition or performance.</p>	<p>Assessments include but are not limited to:</p> <p>In class presentation of the chosen non-western genre (Criteria A,B,C,D)</p> <p>Short composition and performance in the non-western genre of music (Criteria A,B,C,D)</p>

ARTS: Visual Arts, ePortfolio

Unit Name: Material Matters: Exploring Media for Artistic Expression	
Content	Assessment
<p>This is a skill development and portfolio preparation unit. Students will be exposed to many different media to which they will be asked to create appropriate artistic responses.</p>	<p>A: Investigating B: Developing C: Creating D: Evaluating</p>

Unit Name: e-Portfolio Exam	
Content	Assessment
<p>The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November. Typically, schools are able to select the form of media and artists they wish to choose. However, we do not know specifically which tasks will be used to assess student learning. As such, we are unable to provide specific information regarding this unit until we receive the partially completed unit planner from the IB organisation.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Artist studies (essay, presentation or test)</p> <p>Portfolios of media experimentation and idea development (submitted in a physical journal or electronic portfolio)</p> <p>Artist intention statements Final artworks (in a relevant media)</p> <p>Reflective documentation of the process of art creation Arts Assessment Criteria include: A: Investigating B: Developing C: Creating D: Evaluating</p>

ARTS: Visual Arts: Middle School Extended and Enriched Visual Art

10.1 2D Media- Identity	
Content	Assessment
<p>Students will explore aspects of identity through development of ideas and exploration of different 2D media in 3 mini guided projects - they will submit the best 2 of 3 final outcomes (drawing, painting, photo/digital, collage/mixed media) for assessment. This course will develop skills and support students with art interests and also those who wish to take the new DP course next year.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the course develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>

10.2 Printmaking: Mein Lieblingsplatz	
Content	Assessment
<p>Final outcome will be a portfolio of 3 editioned and 2 experimental prints. Students will explore the concept of their favourite place. They will develop ideas to combine these factors through a print based medium (collograph, drypoint, lino/relief or cyanotype) of their choice.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the course develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>

10.3 3D Media / Installation	
Content	Assessment
<p>Students will explore 3D media and considerations of how it differs from 2D media. They will learn different techniques in working with paper and clay through shorter tasks. They will also collaborate on an installation at the end of the unit that could include film. Conceptual themes to explore will be given during the unit.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the course develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Formative or Summative assessment activities for this assessment could include (but is not necessarily limited to) the following:</p> <p>Research Media experimentation Idea development (submitted in journals) Intentions for final artworks Final artworks Evaluation</p>

10.4: The Project	
Content	Assessment
<p>This is a longer unit to conclude the year, giving students a chance to explore a new HL component of the same name that will be part of the new DP Visual Arts course to be taught from 2024. Students will investigate and create a specific proposal for a visual art project focused on a chosen or mixed media and a topic of personal interest intended for a specific site and audience. They will build intentions based on feedback from peers and reflect on the final artwork by considering possible extensions for the project.</p> <p>Note: This is a Middle School, and NOT a MYP course. However for consistency marks will be on a scale of 1-8 as with MYP classes. However the task develops skills and supports students with art interests and also those who wish to take the new DP course next year.</p>	<p>Summative assessment for this assessment will include the following:</p> <p>Research Proposal Media experimentation Idea development based on feedback. Intentions for final artworks Final artworks Evaluation Extensions</p>

ARTS: Theatre E-Portfolio

Unit Name: The ISMs-Theatre Traditions through Time	
Content	Assessment
<p>Theatre is the dialogue of perspectives from which we formulate truth, debate morality, and explore relationships. Theatre’s role in this process has been interpreted and expressed differently by each generation. In this unit, students will explore the last 150 years of theatre from Romanticism all the way to Postmodernism. We will watch and analyse a selected play performance and discuss why it is in the “Ism” that it is.</p> <p>Students will then research and explore an ISM of their own choosing identifying and discussing the key performance and production elements as well as key playwrights and plays of the period.</p>	<p>Students will write a play analysis identifying the key elements of the theatre genre studied found within the watched performance.</p> <p>Students will create a presentation on a theatrical ISM of their own choosing, identifying its key performance and production elements, philosophical aims of the genre, the genre’s origins, and major playwrights and plays of the period.</p> <p>Arts Assessment Criteria include: A: Investigating B: Developing C: Performing D: Evaluating</p>
Unit Name: Drama e-Portfolio	
Content	Assessment
<p>The content of the e-portfolio unit is provided through a skeleton unit plan which the International Baccalaureate provides to schools in November. Typically, schools are able to select the plays, productions and playwrights they wish to choose. However, we do not know specifically which tasks will be used to assess student learning. As such, we are unable to provide specific information regarding this unit until we receive the partially completed unit planner from the IB organization in November.</p>	<p>Formative or summative assessment activities for this assessment could include (but is not necessarily limited to):</p> <p>Investigation: Through the lens of a chosen theme, students will analyse a play they will watch, linking it back to the key theme through a discussion of performance and production elements.</p> <p>Development: Students must create an artistic intention statement for an original piece of theatre and document their performance and production skill development in their theatre journals.</p> <p>Performance: Students will perform a final original theatre piece based on the IB provided theme. This piece will evaluate the effectiveness with which they could execute</p>

	<p>their creative ideas within the context of the theme through performance and production elements.</p> <p>Evaluation: Students must document and reflect upon their process of creating and performing their piece. This is an evaluation of their choices, processes, skills, and outcomes.</p> <p>Arts Assessment Criteria include:</p> <ul style="list-style-type: none">A: InvestigatingB: DevelopingC: PerformingD: Evaluating
--	--

Unit Name: Postmodern Blackbox-Production Project/Devised Performance

Content	Assessment
<p>Expanding upon the exploration of theatrical genres in the first unit, this unit will look into the heart of contemporary theatre and look at how theatre makers are currently exploring truth, morality, and relationships. Students will watch some contemporary theatre and discuss the key elements of postmodernism.</p> <p>They will then have an opportunity to collaborative create an original piece of theatre in the style of postmodernism, starting with an artistic intention statement and working through to completion and enactment of a performance and production plan. Students will bring their pieces to a point of performance using relevant acting and production elements to convey their story.</p>	<p>Assessment will be through rehearsal process documentation in the Process Journal and through mini performances during class time. Students will be required to provide feedback on character development, scene development, direction and creative collaboration.</p> <p>The final performance will also be assessed for the extent to which the acting and production elements work effectively in the postmodern style.</p> <p>Arts Assessment Criteria include: A: Investigating B: Developing C: Performing D: Evaluating</p>

OPTIONS

LANGUAGE AND LITERATURE: French

Unit Name: Quand le fantastique rencontre la musique...	
Content	Assessment
<p>Dans cette unité, les élèves vont explorer l'étrange à travers les mots et les sons.</p> <p>Objectifs d'apprentissage:</p> <p>Compréhension: Analyser les caractéristiques du récit fantastique dans différents genres littéraires : la nouvelle, la lettre, le roman. Création: Produire un texte fantastique inspiré par la musique. Réflexion: Explorer comment la musique peut renforcer l'atmosphère fantastique. Interdisciplinarité: Lier littérature et musique pour créer une expérience immersive.</p> <p>Thèmes abordés:</p> <p>Le surnaturel et ses représentations. La frontière entre réalité et illusion. L'impact émotionnel de la musique sur le lecteur/auditeur. Textes littéraires</p> <ul style="list-style-type: none">● <i>Le Horla</i> (Maupassant) – Nouvelle.● <i>La Morte amoureuse</i> (Gautier) – Conte fantastique.● <i>Dracula</i> (Stoker) – Roman épistolaire.● <i>Lettres de l'homme noir</i> (Hoffmann) – Lettre fantastique.● Lettre fictive de <i>La Nuit des temps</i> de Barjavel .● Œuvres musicales● <i>Danse macabre</i> (Saint-Saëns) – Menace et mort.● <i>Toccata et Fugue en ré mineur</i> (Bach) – Dramatique.● <i>Clair de Lune</i> (Debussy) – Mystère et rêve.	<p>Débat sur les peurs sociales (A,D) Production écrite (C,D) Projet fantastique transmedia (B)</p>

Unit Name: Du crime à la critique, le Polar miroir de la société	
Content	Assessment
<p>Dans cette unité, les élèves vont découvrir comment le récit policier porte un regard critique sur la société.</p> <p>Objectifs d'apprentissage:</p> <p>Comprendre comment le genre policier reflète les enjeux sociaux, politiques et culturels d'une époque.</p> <p>Analyser les procédés narratifs et stylistiques du roman policier.</p> <p>Développer une réflexion critique sur la fonction sociale de la littérature.</p> <p>Produire des textes argumentatifs et créatifs inspirés du genre policier.</p> <p><i>Sherlock Holmes</i> (Conan Doyle), <i>Le Parfum de la Dame en noir</i> (Gaston Leroux).</p> <p>Le polar comme critique sociale</p> <p>Lecture et analyse d'un roman policier, débat sur l'engagement du genre. <i>La Vérité sur l'affaire Harry Quebert</i> (Joël Dicker) ou <i>Le Chien des Baskerville</i> (Conan Doyle)</p> <p>Étude d'un roman contemporain</p> <p>Lecture intégrale, fiche de lecture, présentation orale sur un thème social. <i>La Place</i> (Fred Vargas) ou <i>Le Silence des agneaux</i> (Thomas Harris).</p> <p>Écriture créative</p> <p>Atelier d'écriture d'une nouvelle policière.</p> <p>Projet final</p> <p>Recherche sur un polar (livre, film, série), production d'une affiche, podcast ou article critique. Supports au choix : romans, films (<i>Les Diaboliques</i>, <i>Seven</i>), séries (<i>Engrenages</i>).</p>	<p>Analyse de texte (A)</p> <p>Production écrite (B,C,D)</p>
Unit Name: Théâtre et rire interdit ? Absurde, satire et engagement au théâtre	
Content	Assessment
<p>Dans cette unité, les élèves vont étudier le rôle du rire.</p> <p>Objectifs d'apprentissage : Explorer la comédie à travers les âges et les cultures. Lien entre rire et critique sociale. Découvrir comment le rire, même censuré, reste un outil de résistance et de critique sociale. Analyser des textes classiques, modernes et francophones, de l'absurde à la satire politique. Créer des scènes ou des projets artistiques inspirés des registres étudiés.</p> <p>Lien avec l'actualité : Satire des réseaux sociaux, écologie, censure.</p> <p>Supports : « <i>Le Rire de Martin</i> » (Martinez), extraits de <i>La Vie est belle</i> (Benigni), <i>Le Dictateur</i> (Chaplin). <i>En attendant Godot</i> (Beckett), <i>Rhinocéros</i></p>	<p>Production écrite et performance (A,B,C,D)</p>

<p>(Ionesco), « <i>Le Prénom</i> » (Delaporte), « <i>Les Émotifs Anonymes</i> » (Bénabar), sketches de Fary ou Canteloup. « <i>Bintou</i> » ou « <i>La Dame du café d'en face</i> » (Kwahulé), articles sur le théâtre francophone engagé. Techniques de théâtre de l'opprimé (Augusto Boal), « <i>Art</i> » (Reza), « <i>La Leçon</i> »</p>	
<p>Unit Name: Ecrire le monde - La poésie engagée face à l'urgence écologique</p>	
Content	Assessment
<p>Dans cette unité, les élèves vont explorer la façon dont la poésie engagée donne une voix à l'urgence écologique, en mêlant création, analyse et réflexion critique: comment elle dénonce, sensibilise et inspire.</p> <p>Objectifs d'apprentissage : Découvrir des poèmes engagés sur l'écologie et l'urgence climatique. Analyser les procédés poétiques (métaphores, symboles, rythme) et leur pouvoir de sensibilisation. Écrire des poèmes ou des textes poétiques inspirés des enjeux écologiques. Réfléchir au rôle de la poésie comme outil de résistance et de mobilisation.</p> <p>« <i>La Terre est bleue comme une orange</i> » (Paul Éluard), « <i>Le Cancrelat</i> » (Victor Hugo), <i>L'Homme et la Terre</i> » (Jean-Pierre Siméon), « <i>La Planète est un jardin</i> » (Pierre Rabhi), « <i>Nous sommes la Terre</i> » (Keny Arkana) et « <i>Demain</i> » (Grand Corps Malade), « <i>Le Chant du monde</i> » de Jean-Pierre Luminet. Comparaison avec des chansons engagées (ex. : <i>Beds Are Burning</i> des Midnight Oil).</p>	<p>Analyse de poème (A) Production de poème engagé, visuel et sa mise en voix (B, C, D)</p>

LANGUAGE AND LITERATURE: Spanish

Unit Name: Poder vs Justicia	
Content	Assessment
<p>En esta unidad el alumnado discutirá sobre algunas cuestiones éticas y deberán reflexionar sobre la importancia de los derechos humanos en las resoluciones de conflictos. Para ello deberán trabajar con el texto dramático <i>La muerte y la doncella</i> de Ariel Dorfman. Los/as estudiantes profundizarán en la estructura externa de la obra, así como el uso de diferentes planos como modo de expresión. Verán también como se muestra una denuncia del uso del poder y de la tortura y demuestra la defensa de los derechos humanos como una manera de hacer justicia.</p> <p>También escogeremos textos donde el poder, la venganza y la justicia en diversas áreas serán el tema principal.</p>	<p>Análisis de un texto (Criterio A)</p> <p>Escribir un texto de reflexión o ficción (Criterios B, C & D)</p>

Unit Name: Denunciar las apariencias de la sociedad	
Content	Assessment
<p>En esta unidad, el alumnado profundizará en el uso del lenguaje y las estrategias comunicativas utilizadas en la publicidad y en el arte callejero con el fin de denunciar partes de la sociedad. Los/as estudiantes descubrirán a través de ejemplos -junto con un estudio guiado- los diferentes tipos de textos publicitarios (narrativo, expositivo o dialogado) teniendo en cuenta la función estética de la lengua, es decir, las figuras retóricas que aparecen y con qué finalidad.</p> <p>También aprenderán las diferentes modalidades de la oración simple a través de ejemplos publicitarios y el efecto que estas producen en el receptor. Por último conocerán las variedades lingüísticas (diatópicas, diafásicas, diastráticas y diacrónicas) elementos muy importantes debido a la relevancia que tienen sobre el receptor.</p>	<p><i>Denuncia lo que te molesta a través de un vídeo, un poster o una canción (RAP).</i></p> <p>Criterios: B, C & D</p>

Unit Name: Yo no vengo a decir un discurso	
Content	Assessment
<p>En esta unidad, el alumnado conocerá los diferentes tipos de discursos que existen tomando como referencia el mensaje, la actitud del emisor, el contexto, la finalidad y el canal en el que se emite dicho discurso. Después analizarán las partes de un discurso y los recursos más utilizados.</p> <p>Para ello verán diferentes tipos de discursos en los que podrán deducir las singularidades de cada uno. Una vez expuestas estas características, tendrán que analizar discursos en forma de texto escrito, así como redactar y exponer de manera oral un discurso eficaz en el que aparezcan las partes del discurso y los recursos utilizados para resultar un discurso eficaz.</p>	<p>Análisis de un discurso (Criterio A)</p> <p>Elaboración de un discurso y presentación del mismo (Criterios C & D)</p>

Unit Name: Contexto Global y Evaluación Electrónica	
Content	Assessment
<p>La obra literaria se seleccionará una vez que el IB publique el Contexto Global para la evaluación electrónica de mayo de 2026. La obra se utilizará para explorar el significado del Contexto Global. El alumnado también revisará diferentes tipos de textos y practicarán el análisis de textos y multimedia. También se practicará la pregunta 1e: <i>Compara y contrasta</i>.</p> <p>Los alumnos completarán su evaluación electrónica.</p>	<p>Producción de textos (Criterios C y D) PAI - Examen en pantalla Mock Análisis (Criterios A y B)</p> <p>Evaluación externa del Examen en pantalla (Criterios A, B, C y D)</p>

BAND

Unit Name: Exploring Instrumental Technique	
Content	Assessment
<p>In this unit, students will learn that through the elements of musical expression a performer can effectively communicate with an audience. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. They will consider their role and the role of others within an instrumental ensemble and gain an understanding of band music. The use of warm-ups and technique builders will be the foundation for developing aural independence and harmonic interdependence.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Stylistic understanding through musical analysis -Solo and/or ensemble performance -Reflection <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

Unit Name: Performance Skills Development	
Content	Assessment
<p>Students will learn how to use their instruments effectively to communicate a musical score. Samples will be used from famous movies, classical pieces, and other popular contemporary tunes to provide a variety of options for students to develop their performance voice. They will understand that an expressive sound is motivated by the development of good and consistent practice habits. This unit will inquire into the following skills: breathing, posture, articulation and developing an ensemble sound. The students will discover the importance of phrasing in a musical and stylistically appropriate manner. Students will combine these skills to clearly portray selected music to an audience in concerts and recitals.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Solo/group performance -Audience Impact reflection -Action Plan <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

Unit Name: Score and Music Analysis	
Content	Assessment
<p>In the third unit in Band, students will learn the processes required in preparation of a concert performance. Students will have begun to develop their instrumental presentation skills by the start of this unit. They will have a basic understanding of note reading and how musicians can most effectively use it to make a musical performance. In this unit students will work collaboratively to develop interpretive skills to a variety of choral and musical theatre pieces. These stylistic choices will be student generated based on inspiration derived from various musical styles and performance traditions. The aim of this unit will be to combine note reading, interpretation, understanding of genre, and playing into performances that may be enjoyed by the school.</p>	<p>Assessments will include but are not limited to:</p> <ul style="list-style-type: none"> -Recording/video of choreography -Ensemble performance -Scene Blocking Plan <p>Arts Assessment Criteria may include:</p> <ul style="list-style-type: none"> A: Investigating B: Developing C: Creating/Performing D: Evaluating

GLOBAL ISSUES

Unit Name: 1. Power, Politics, and International Relations	
Content	Assessment
<p>This unit focuses primarily on the dynamics of power and governance on the international stage, including the role of states, the evolving nature of sovereignty, the nuances of diplomatic relations, as well as the function of supranational organizations and impact of non-state actors. Students will demonstrate their knowledge and understanding of a contemporary issue through the investigation of case studies. Areas of exploration include decolonization, international law and justice, and peace and security. Students will develop an awareness of multiple perspectives in their examination of controversial political issues. The choice of investigative topics and case studies are student-driven and will be based upon current events that are relevant and meaningful to our community of learners.</p>	<p>Students will demonstrate their knowledge through Socratic seminar discussions, presentations and a one-page reflection essay that ends with an ethical question.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>
Unit Name: 2. Nature, Resources, and Communities	
Content	Assessment
<p>In this unit students will be investigating contemporary issues surrounding environmental change and resource development. Topics will include mining, deforestation, climate change, agriculture, oil and gas, community resilience, and sustainable development. We will look in depth at green energy and innovative sustainable technologies. Questions surrounding what nature is and our place within it will run throughout the unit.</p>	<p>Students will write an essay on a topic related to the unit themes.</p> <p>All four criteria (A,B ,C & D) will be assessed with this project</p>
Unit Name: 3. Current Affairs	
Content	Assessment
<p>For a course such as this, it is important to build in time to consider and examine events of political and social significance, as well as matters that students find important to explore in depth. In previous years, we have explored the Syrian civil war or Germany's refugee influx. Topics related to poverty, human rights, climate change and ending poverty are all likely areas of exploration.</p>	<p>Students will create a magazine piece which focuses on a particular current affairs topic. All four criteria (A,B,C & D) will be assessed with this project</p>

INTERMEDIATE CODING

Unit Name: Text analysis and Webparsing	
Content	Assessment
<p>We will begin the year by looking at language processing, analysing language used in various texts. We will then learn how to carry out sentiment analysis, analysing Tweets. Students will then control a webbrowser using the Selenium module, allowing the creation of automated tasks on the web. There will be room for further project ideas that will be discussed in class.</p> <p>Note: students are expected to be fluent in the basics of Python programming. There will be an entry test at the beginning of the school year to allow students to enjoy the course fully.</p>	Tests projects

Unit Name: Internet of Things (IoT)	
Content	Assessment
<p>The second unit focuses on the Internet of Things, utilising a RaspberryPi. Students will write code in Python, and connect external sensors to the device to execute various functions based on the input from those sensors. Projects can include building a weather station, a moisture-based automated watering system with an online graphical tracker tool, a monitoring system for bird nesting boxes, face recognition as well as home automation. Student ideas for new ideas are always welcome and incorporated where feasible.</p>	Tests Projects

SPORT SCIENCE

Year A	
Unit 1: How do we move?	
Content	Assessment
During the unit we'll explore the fascinating world of human anatomy and physiology, focusing on the skeletal and muscular systems. You'll begin by mastering anatomical terminology, essential for understanding the body's structure. Next, you'll dive into the skeletal system, learning about the axial and appendicular skeletons and their vital functions. We'll then examine different types of joints, synovial joint movements, and the muscles and connective tissues that support them. The unit will also cover the mechanics of levers in the body and the processes of muscle contractions that drive movement.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Unit 2: How do we optimise performance?	
Content	Assessment
In this unit, you'll dive into the key elements of health and fitness, starting with an in-depth look at the respiratory system and how to maximise its functionality. You'll explore the vital roles of macro and micronutrients with a range of athletes, along with how nutrition impacts conditions like diabetes. You will learn how diet influences recovery after exercise and competition. The unit will cover the energy systems that fuel performance, alongside principles of training, including FITT (Frequency, Intensity, Time, and Type) and SPORV (Specificity, Progression, Overload, Reversibility, and Variability). Finally, we'll explore the components of fitness—both health and skill-related—and how to manage exercise intensity for optimal results.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Sport Science Investigation	
Students will choose one research question provided that investigates variables relating to sport and movement. Students will be required to collect, analyse and conclude their findings. Their final investigation will be assessed and contribute to 25% of their final grade in semester 2.	

Year B	
Unit 3: What is the connection between exercise and health?	
Content	Assessment
In this unit, we'll explore the complex relationship between exercise and immunity, examining how physical activity can enhance or suppress the immune system. You'll learn about the J curve, which illustrates the balance between exercise intensity and immune function. We'll dive into overtraining, identifying its causes, symptoms, and effects on the body. Recovery strategies will be emphasised, highlighting their importance in preventing overtraining and promoting optimal performance. The unit will also cover the critical roles of water and electrolyte balance, especially during exercise, and examine cardiovascular drift, a phenomenon that affects heart rate and performance during prolonged activity.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Unit 4: What is the connection between mind, body and performance?	
Content	Assessment
In this unit, we'll explore key psychological concepts that impact performance and behaviour. You'll begin by understanding the psychological refractory period, a critical concept in reaction time and decision-making. We'll then delve into the Big Five personality traits, examining how these traits influence behaviour, motivation, and performance in various contexts. Finally, the unit will guide you through self-analysis techniques, enabling you to reflect on your own personality, strengths, and areas for improvement, fostering personal growth and development.	Combination of in class tests, both formative and summative with final exams (paper one and two) at the end of the semester. Preparedness which includes correct attire, behaviour, being organised and effort goes towards a percentage of their final grade.
Sport Science Investigation	
Students will choose one research question provided that investigates variables relating to sport and movement. Students will be required to collect, analyse and conclude their findings. Their final investigation will be assessed and contribute to 25% of their final grade in semester 2.	

STAGECRAFT

Unit Name: Props	
Content	Assessment
<p>This unit will focus on the purpose of theatrical props, and will introduce techniques for designing and making functional props from a variety of materials. Students will collaborate with the theatre department to establish a props list for the school theatre production. Final props will be used in the school theatre.</p>	<p>In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation.</p> <p>Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.</p>
Unit Name: Puppet Making	
Content	Assessment
<p>Students will look at a variety of puppet and puppet art used in various cultures and productions. Students will create puppets of their choice using various techniques and mixed-media. Sewing and draping techniques will be introduced for puppet clothes making. Focus on usability, durability and refined finishing techniques.</p>	<p>In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation.</p> <p>Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.</p>
Unit Name: Masks!	
Content	Assessment
<p>This unit will introduce students to techniques used for mask making. Students will research masks used for various theatrical and cultural purposes. Focus will be on creativity, usability and refined finishing techniques.</p>	<p>In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation.</p> <p>Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, photo documentation, and a detailed process journal, and will happen at the end of each semester.</p>

Unit Name: Stage Set Design/Diorama	
Content	Assessment
<p>This unit will introduce students to methods for designing stage sets and scenery. Using existing plays, books or movies, students will work through sketches to develop ideas, and then create a scale model of a complete stage set or diorama. Focus will be on scale, creative use of materials and miniature modelling.</p>	<p>In this course, students will record all research, design development and creation work in a process journal with written reflections and photo documentation. Formative feedback will be given throughout the unit. Summative assessment will be based on work completed, reflections, and a process journal, and will happen at the end of each semester.</p>

Annex: MYP Command Terms

MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	Evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.

Command term	Definition
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall*	Remember or recognize from prior learning experiences.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Translate*	Express the meaning of a text in another language or dialect.
Use	Apply knowledge or rules to put theory into practice. (See also "Apply".)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.