



PANYADEN
INTERNATIONAL SCHOOL

Term 2 Report

Academic Year 2024-2025



Paramita Rose (Rose) Tosermkit

Year 10

Present	Absent	Partial
87.27%	8.32%	4.41%

Explanation

Attendance

We expect students to maintain attendance above 90%.

- **Present:** The student was present for the entire class period.
- **Absent:** The student was absent for the entire class period.
- **Partial:** The student was either late to class or left class early.

Assessment

Students are assessed through a variety of tools and methods designed to collect information about their educational experiences. These might include tests, quizzes, presentations, projects, teacher observations, peer assessment and self assessment. Students receive feedback to help them improve and teachers use assessment data to inform their instructional methods. Assessments are part of our ongoing effort to develop students as independent and reflective lifelong learners.

Achievement Grades

Each subject that receives an overall grade in the Pre-IB programme is assessed against this set of criteria as well as Approaches to Learning (ATL) skills.

Courses	Reporting Categories
<ul style="list-style-type: none">• Language and Literature<ul style="list-style-type: none">◦ English Language and Literature◦ Thai Language and Literature	<ol style="list-style-type: none">1. Know, understand, and interpret2. Analyse and evaluate3. Communicate
<ul style="list-style-type: none">• Language Acquisition<ul style="list-style-type: none">◦ Thai◦ Mandarin◦ English as an Additional Language	<ol style="list-style-type: none">1. Communicate clearly and effectively2. Understand and use appropriate language3. Understand and use language to express and respond4. Identify, organise, and present ideas5. Understand, analyse, and reflect
<ul style="list-style-type: none">• Social Studies	<ol style="list-style-type: none">1. Knowledge and understanding2. Application and analysis3. Synthesis and evaluation4. Use and application of skills
<ul style="list-style-type: none">• Sciences<ul style="list-style-type: none">◦ Science (Integrated) and Technology	<ol style="list-style-type: none">1. Demonstrate knowledge and understanding2. Apply3. Formulate, analyse, and evaluate4. Demonstrate appropriate skills
<ul style="list-style-type: none">• Mathematics	<ol style="list-style-type: none">1. Knowledge and understanding2. Problem solving3. Communication and interpretation4. Technology5. Reasoning6. Inquiry approaches
<ul style="list-style-type: none">• Physical Education	<ol style="list-style-type: none">1. Knowledge and understanding2. Physical skills3. Social and team skills
<ul style="list-style-type: none">• The Arts<ul style="list-style-type: none">◦ Music◦ Visual Arts◦ Theatre◦ Film	<ol style="list-style-type: none">1. Knowledge and understanding2. Skills and techniques3. Research and investigation4. Reflection and evaluation
<ul style="list-style-type: none">• Other Courses<ul style="list-style-type: none">◦ Buddhist Education*◦ Life Skills*◦ Pre-CAS**	<p>*Assessed only against Approaches to Learning (ATL) skills</p> <p>**Overall Progress or Status: On Track / Not On Track</p>

The 1-7 Scale for Achievement Grades

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Approaches to Learning Descriptors

All teachers assess students' approaches to learning (ATLs) in the following five categories:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

Specific skill(s) are identified for each course within each category.

Exceeding Expectations	The student has met and, in some cases, surpassed requirement.
Meeting Expectations	The student has met requirements to a satisfactory level.
Working Towards Expectations	The student must address one or more elements to meet a satisfactory level. Please see the teacher's comment.

Buddhist Education

Max Barrett Werner

Year 10 Buddhist Education centred on Citta Bhavana and the realisation that each learner was responsible for the state of their own mind. We practised sitting, walking, and breathing mindfulness while applying Right Effort to guard against unwholesome thoughts and cultivate kindness, clarity, and calm. A mini-project asked everyone to track an unhealthy habit for a fortnight, map its triggers, and design a healthier routine, showing how self-observation turns insight into change. In the closing unit, we practised wise reflection: with the PYD profile, students assessed achievements, identified growth edges, and set intentions for the years ahead. Our final lesson was an example of communal Metta as each participant penned a note of appreciation for every peer, leaving everyone with a page of kindness. By year’s end, students had blended empirical self-study with lived Buddhism in an attempt to provide them with the tool to live more mindfully and resilient, committed to nurturing wholesome states in themselves and others.

Status	
Pre-IB: Approaches to Learning	
Thinking - Consider ideas from multiple perspectives	Meeting Expectations
Communication - Negotiate ideas and knowledge with peers and teachers	Meeting Expectations
Social - Listen actively to other perspectives and ideas	Meeting Expectations
Self-Management - Practise strategies to reduce stress and anxiety	Meeting Expectations
Research - Make connections between various sources of information	Meeting Expectations

Teacher Comments

Rose has engaged actively and meaningfully in Buddhist Education. She reported that her favourite part of the course was the conversation circles, which gave her a chance to relax, listen to stories or classmates’ thoughts, and take a brief pause from school life. One key lesson Rose has taken into her own life is the practice of noticing the good in each day, listing five positive things before bed to shift her mindset toward gratitude. She shared that she has developed Citta Bhavana this year, becoming more emotionally aware and reflecting on her growth from earlier in the year, when she felt more negative or reactive. Rose also noted improvement in Chanda, learning to approach tasks she once dreaded with more openness and a willingness to learn from the experience. However, she admitted struggling with Mattanuta, finding it hard to balance work, rest, and fun, often pushing herself too hard or not doing enough. Looking ahead, she hopes to improve this habit to avoid burnout, especially as she prepares for the demands of IB. Rose is encouraged to build healthy routines that support sustainable effort and joy.

English Language and Literature

Aaron Douglas Davis

In this Year 10 Language and Literature class, students explored diverse themes under three engaging units. "The Power of Surprise" introduced students to the art of twist endings in short stories across genres like fairy tales, suspense, and realism. In "The Power of Human Ingenuity," students delved into non-fiction articles on cutting-edge topics such as human cloning, AI advancements, MBTI personality tests, the SCAMPER technique, and analysing persuasive techniques in advertising. The final unit, "The Power of Dreams," immersed students in Paulo Coelho's novel "The Alchemist," where they explored themes of pursuing personal dreams and discovering individual legends. Through these units, students developed critical thinking skills, literary analysis abilities, and a deeper understanding of the power of storytelling and human aspirations.

Grades	
Pre-IB: Achievement Grades	
Know, Understand, and Interpret	7
Analyse and Evaluate	7
Communicate	7

Status	
Pre-IB: Approaches to Learning	
Thinking - Gather and organise relevant information to formulate an argument	Exceeding Expectations
Thinking - Apply existing knowledge to generate new ideas, products or processes	Exceeding Expectations
Communication - Read critically and for comprehension	Exceeding Expectations
Communication - Take effective notes in class	Meeting Expectations
Social - Give and receive meaningful feedback	Meeting Expectations
Self-Management - Practise focus and concentration	Meeting Expectations
Research - Use critical-literacy skills to analyse and interpret media communications	Working Towards Expectations

Teacher Comments

Rose is an exceptional student in our Language and Literature class, demonstrating meticulous attention to detail and a strong sense of ownership over her learning journey. Initially beginning the term with commendable capabilities, Rose has showcased steady progress and now stands at a near-perfect level of achievement. Her writing proficiency is exemplary, as evidenced by her proactive participation in an external writing competition, a commendable initiative that will undoubtedly enhance her skills and boost her confidence regardless of the outcome. In addition to her academic prowess, Rose's compassionate nature shines through her collaborative efforts with struggling peers, where she provides support and encouragement. Consistently achieving top scores in assessments, including the crafting of a descriptive paragraph about the novel *The Alchemist* in unit 5 and an opinion essay in unit 3, she has already demonstrated her intellectual prowess. To further elevate her academic journey, Rose is encouraged to challenge herself by exploring new and complex topics, delving into varied literary genres, and seeking opportunities to expand her critical thinking skills. By continuously pushing her boundaries and engaging in intellectually stimulating tasks, Rose will undoubtedly further enhance her academic growth and continue excelling in her studies.

Final Grade

7

Life Skills

Gabriela Carolina (Gaby) Di Muro Arcia, Lindsey Erin Long

At the start of the Term, students reflected on their academic performance during Term 1. Activities focused on exploring different organisational methods. Students completed their post-term one reflection with a discussion about academic integrity. The unit's task was to create a resource for future high school students, including the definition of academic integrity and PYD policies, and provide advice on how to avoid academic dishonesty. The first half of the Term came to a close with a visit from an organisation focused on addiction rehabilitation. The expert speaker presented on what addiction is, what is considered a drug, and what the connections are between stress, relationships, identity, and the use and abuse of substances. For the second half of the Term, the course focused on developing a skill of their choice that would benefit them and allow them to practice self-management, frustration tolerance, and personal responsibility. The last unit of the Term was dedicated to sexuality education; the topics addressed were sexually transmitted infections, safe sex methods, healthy and unhealthy relationships, and consent.

Status	
Pre-IB: Approaches to Learning	
Thinking - Consider ideas from multiple perspectives	Meeting Expectations
Thinking - Combine knowledge, understanding and skills to create products or solutions	Meeting Expectations
Communication - Give and receive meaningful feedback	Meeting Expectations
Communication - Negotiate ideas and knowledge with peers and teachers	Meeting Expectations
Social - Take responsibility for one's own actions	Meeting Expectations
Social - Manage and resolve conflict, and work collaboratively in teams	Meeting Expectations
Self-Management - Set goals that are challenging and realistic	Meeting Expectations
Self-Management - Plan strategies and take action to achieve personal and academic goals	Meeting Expectations
Research - Make connections between various sources of information	Meeting Expectations

Teacher Comments

During Term 2, Rose's attitude showed notable improvement, and she consistently met expectations in both self-management and collaboration. She participated thoughtfully in discussions on organisational methods and academic integrity, and contributed positively to group work. For her skill development project, Rose chose baking and demonstrated commitment throughout the process. Her reflection emphasised the importance of patience and perseverance, and she skillfully connected this experience to her future career interests. Rose used the project as an opportunity to practice valuable skills

while maintaining a high standard of work. Rose is encouraged to continue identifying potential distractions and remain mindful of how her attitude shapes both her own progress and the classroom environment. Her steady effort and reflective approach position her well for continued success.

Mathematics

David Quesada Aznar

During the second term of the year, students explored the concept of proportionality in depth, working with direct and inverse relationships across linear, quadratic, and cubic forms. They strengthened their understanding of real-world applications through problems involving unit conversions, including one-, two-, and three-step conversion factors. Students also investigated absolute value, both numerically and graphically, enhancing their number sense and graph interpretation skills. Building on their algebraic foundation, they studied quadratic expressions and equations in various forms — standard, vertex, and factored — and applied these to graph quadratic functions and solve real-life problems. They revisited key algebraic identities and practised solving rational equations with a variety of denominators. Through this, students sharpened their problem-solving strategies and deepened their fluency with algebraic reasoning in preparation for more advanced mathematical topics.

Grades	
Pre-IB: Achievement Grades	
Knowledge and Understanding	7
Problem Solving	7
Communication and Interpretation	7
Technology	7
Reasoning	7
Inquiry Approaches	6

Status	
Pre-IB: Approaches to Learning	
Thinking - Make connections between subject groups and disciplines	Meeting Expectations
Communication - Organise and depict information logically	Meeting Expectations
Social - Take responsibility for one’s own actions	Meeting Expectations
Self-Management - Demonstrate persistence and perseverance	Exceeding Expectations
Research - Collect, record and verify data	Meeting Expectations

Teacher Comments

In the second term of the school year, Rose achieved an outstanding grade of 7 in Year 10 Mathematics. She excelled in using conversion factors, even in multi-step problems, and demonstrated a clear and confident understanding of all types of proportionality—direct, inverse, linear, quadratic, and cubic. Rose also showed strong command of deep algebraic reasoning, particularly in her work with quadratic equations. Her hardworking and persevering attitude has been a key factor in her continued success. As she continues her mathematical journey, two recommendations can help her reach even greater heights: focus on learning rather than on grades—the grades will naturally follow as a result of deep understanding; and when solving problems, if a solution doesn't seem quite right, go back to your initial assumptions or steps—there may be an opportunity to improve your reasoning or approach. Congratulations, Rose, on a fantastic term of achievement and growth in mathematics!

Final Grade

7

Physical Education

Keri Nicole Risien, Richard Jeremy Ghent

Throughout Term 2, students further developed their physical literacy through diverse units focused on coaching, fitness, and leadership. In Unit 3: Coach Development, students explored the fundamentals of coaching, planning and delivering sessions while providing peer feedback and guiding skill progression. In Unit 4: Applied Fitness, students deepened their knowledge and understanding of The Components of Fitness and how to test them in sport-specific and lifestyle contexts. Students also gained a more in-depth understanding of the muscles and how to strengthen them. In Unit 5: Sports Education, students took on roles such as captain, coach, referee, and performance analyst, gaining insight into leadership, strategy, and teamwork. This model encouraged fair play, collaboration, and accountability. Across all units, students strengthened their confidence, communication, and resilience, enhancing their physical performance and social development.

Grades	
Pre-IB: Achievement Grades	
Knowledge & Understanding	6
Physical Skills	6
Social & Team Skills	6

Status	
Pre-IB: Approaches to Learning	
Thinking - Consider ideas from multiple perspectives	Meeting Expectations
Thinking - Combine knowledge, understanding and skills to create products or solutions	Exceeding Expectations
Communication - Give and receive meaningful feedback	Meeting Expectations
Communication - Use a variety of speaking techniques to communicate with a variety of audiences	Meeting Expectations
Social - Manage and resolve conflict, and work collaboratively in teams	Meeting Expectations
Social - Give and receive meaningful feedback	Meeting Expectations
Self-Management - Plan strategies and take action to achieve personal and academic goals	Meeting Expectations
Self-Management - Practise “bouncing back” after adversity, mistakes and failures	Meeting Expectations
Research - Collect, record and verify data	Meeting Expectations

Status	
Research - Make connections between various sources of information	Meeting Expectations

Teacher Comments

Rose demonstrated significant growth throughout Term 2, engaging positively with all three units. In Unit 3: Introduction to Coaching, she confidently led coaching sessions, providing clear instructions and maintaining a positive learning environment. In Unit 4: Components of Fitness, she displayed a strong understanding of fitness principles, applying them effectively to her own performance. Her analytical skills were evident as she reflected on her strengths and areas for improvement. In Unit 5: Sport Education, Rose embraced her role with enthusiasm, demonstrating strong teamwork and leadership. Her positive attitude was consistent, and she supported her peers effectively. To continue progressing, Rose is encouraged to transfer her strong theoretical understanding of skills into practical gameplay scenarios, where she can further demonstrate her abilities. We look forward to seeing her continued success in Year 11!

Final Grade
6

Teacher Comments

Rose demonstrated exceptional commitment to the Bronze Level of the International Award, becoming the first in her year level to complete all required sections. For her Skills project, she selected cookery, focusing on baking a variety of desserts each week. With support from Kru Amy and Kru Richard, Rose planned, practised, and refined recipes at home every Sunday. Her goal was to improve technique, expand her baking repertoire, and consistently produce high-quality desserts. She evaluated her progress through taste tests with peers and feedback from her assessor, showing patience and perseverance when challenges arose. For her Physical Recreation, she maintained regular participation and met the requirements in full. In her Service section, Rose demonstrated leadership and compassion by developing a project centred on animal welfare, showing care for her community and environment. Her thorough documentation, consistency, and motivation reflect the core values of the Award. Rose has fully met the expectations of the Bronze Award and is well prepared to progress to the next level.

Status

On Track

Science and Technology

Meriska Bock

During Term 2, students explored the heart and liver and one other body system of their choice. They then followed on to energy conservation and mechanisms for Unit 3. The following topics and skills were covered:

- Dissecting a heart
- Describing blood flow
- Heart diseases
- Structure and function of the liver
- Energy stores and conservation of energy
- Energy calculations
- Energy and work done
- Energy dissipation and efficiency
- Power
- Heat transfer and specific heat capacity

Students were summatively assessed on a group exhibition of their chosen body system, energy transfer in practice, developing a poster, a practical lab and a final end-of-term written examination.

Grades	
Pre-IB: Achievement Grades	
Demonstrate Knowledge and Understanding	7
Apply	7
Formulate, Analyse, and Evaluate	7
Demonstrate Appropriate Skills	7

Status	
Pre-IB: Approaches to Learning	
Thinking - Combine knowledge, understanding and skills to create products or solutions	Exceeding Expectations
Communication - Use a variety of speaking techniques to communicate with a variety of audiences	Exceeding Expectations
Communication - Organise and depict information logically	Exceeding Expectations
Social - Exercise leadership and take on a variety of roles within groups	Exceeding Expectations
Self-Management - Plan short- and long-term assignments; meet deadlines	Exceeding Expectations

Status	
Research - Locate, organise, analyse, evaluate, synthesise, and ethically use information from a variety of sources and media (including digital social media and online networks)	Exceeding Expectations

Teacher Comments

Rose has demonstrated an outstanding performance in Year 10 Science studies during Term 2. Her exceptional understanding and enthusiasm have consistently allowed her to exceed expectations in all assessed activities. Notably, her approach to the heart dissection was executed with precision, displaying a deep understanding of anatomy and blood flow, which she effectively communicated. Her manual for microscope usage was meticulously clear, and her poster on the liver's structure and function highlighted her strong grasp of the topic. Rose's comprehension of energy concepts was evident in the projectile experiment, where she confidently applied her knowledge to complex scenarios. In collaborative projects like the science exhibition, she exhibited excellent research skills, engagement, and teamwork, greatly contributing to her group's success. Rose's performance in the end-of-term examination further solidified her mastery of the material. To continue her academic growth, Rose should focus on seeking constructive feedback to refine her scientific inquiries and practical skills. By doing so, she can enhance her already impressive capabilities and continue to excel in science.

Final Grade

7

Social Studies

Max Barrett Werner

Year 10 Social Studies examined how stories created societies and how societies, in turn, reinvented those stories. After reviewing five centuries of scientific, democratic, and industrial revolutions in Unit 4, we stepped into Unit 5, revisiting the Agricultural Revolution to trace the rise of democracy, monarchy, autocracy, theocracy, plutocracy, and oligarchy. We examined the myths that legitimised each system, compared historical and contemporary examples, and judged how well different regimes confronted twenty-first-century problems. Unit 6 then turned the lens on the modern media landscape: we dissected news articles and opinion pieces, spotted bias, checked credibility, and began mapping imagined orders that steered public opinion. Throughout the year, we sharpened claim-evidence-reasoning writing, created an imaginary country to understand how government works, and produced multimedia projects. By year's end, we emerged as critical, media-literate thinkers ready to analyse power, craft persuasive arguments, and engage responsibly with a rapidly changing world.

Grades	
Pre-IB: Achievement Grades	
Knowledge and Understanding	7
Application and Analysis	7
Synthesis and Evaluation	7
Use and Application of Skills	7

Status	
Pre-IB: Approaches to Learning	
Thinking - Gather and organise relevant information to formulate an argument	Exceeding Expectations
Thinking - Evaluate evidence and arguments	Exceeding Expectations
Communication - Read critically and for comprehension	Exceeding Expectations
Communication - Structure information in summaries, essays and reports	Exceeding Expectations
Social - Manage and resolve conflict, and work collaboratively in teams	Meeting Expectations
Self-Management - Plan short- and long-term assignments; meet deadlines	Meeting Expectations
Self-Management - Use appropriate strategies for organising complex information	Exceeding Expectations

Status	
Research - Collect, record and verify data	Meeting Expectations
Research - Locate, organise, analyse, evaluate, synthesise, and ethically use information from a variety of sources and media (including digital social media and online networks)	Exceeding Expectations

Teacher Comments

Rose has continued to be an outstanding presence in Year 10 Social Studies. She has consistently demonstrated a sharp intellect, strong critical thinking skills, and an impressive ability to understand and engage with complex ideas. Her thoughtful contributions during discussions reflect a deep curiosity about human society and history, and she often helps move the class conversation to a higher level. Rose remains highly organised and self-motivated, completing her assignments to a consistently high standard and excelling in all assessments. This term, she also showed leadership in our classroom simulation, approaching the task with enthusiasm and a clear sense of purpose. While she can be selective in how she engages with group work, she has nonetheless continued to put in meaningful effort when it counts. Rose is a pleasure to teach, and her passion for learning is evident in everything she does. I look forward to seeing how she continues to grow next term.

Final Grade

7

Thai Language and Literature

Bongkot (Ying) Theppiman

In Term 2, students studied advertisement features by analysing visual and language elements to uncover how meaning is constructed. They learned the "Please Call Aunt Vera..." strategy and used cooperative learning to interpret diverse advertisements and explore persuasive techniques. Students practised writing analytical essays using TAPts and PEECAL approach, applying their skills to analyse an unseen advertisement in the summative. In the second unit, students used Historical Thinking Concepts as a lens to examine the political novel *Democracy, Shaken and Stirred*, which employs allegory to reflect Thai political developments. They explored key historical events in and beyond Thailand through videos and class discussions to understand the dynamics influencing Thai politics and society. Students analysed literary devices, figurative language, and writing structure, then developed persuasive claims supported by evidence. The term culminated in a summative essay showcasing their interpretation, evaluation, and understanding of the author's perspective.

Grades	
Pre-IB: Achievement Grades	
Know, Understand, and Interpret	7
Analyse and Evaluate	6
Communicate	7

Status	
Pre-IB: Approaches to Learning	
Thinking - Gather and organise relevant information to formulate an argument	Meeting Expectations
Thinking - Consider ideas from multiple perspectives	Meeting Expectations
Communication - Read critically and for comprehension	Meeting Expectations
Communication - Paraphrase accurately and concisely	Meeting Expectations
Social - Manage and resolve conflict, and work collaboratively in teams	Meeting Expectations
Social - Listen actively to other perspectives and ideas	Meeting Expectations
Self-Management - Plan short- and long-term assignments; meet deadlines	Meeting Expectations
Self-Management - Identify strengths and weaknesses of personal learning strategies (self-assessment)	Meeting Expectations

Status	
Research - Locate, organise, analyse, evaluate, synthesise, and ethically use information from a variety of sources and media (including digital social media and online networks)	Meeting Expectations
Research - Seek a range of perspectives from multiple and varied sources	Meeting Expectations

Teacher Comments

Rose was an impressive student who consistently went above and beyond, driven by her love of learning and strong work ethic. She demonstrated strong knowledge of multimodal texts in unseen advertisement analysis, offering unique interpretations and skillfully identifying subtexts. Her enthusiasm for learning about Thai political history and her critical approach to the novel she read empowered her to delve into nuanced meanings. Rose demonstrated exceptional skills in summative assessments by synthesising information and presenting a critical analysis of authorial choices. She showed a perceptive understanding of how the author used various devices to convey meaning, adeptly addressing the complexities of the guided questions. She presented her analysis by integrating excellent supporting references through clear, accurate, and thorough language. While Rose exhibits strong skills in developing her ideas, she could enhance their impact by refining her thesis statements and topic sentences and avoiding run-on sentences. Rose has been highly successful this term, and we look forward to seeing her continued growth and unique interpretations flourish.

Final Grade

7

Visual Arts

Amy Larraine Hanson

In this term, students explored natural forms. They engaged in observational studies of forms, developing their ability to capture details and textures. Students studied the works of three artists, gaining inspiration from various artistic techniques and styles. Using media such as pencil, oil pastel, and colour pencil, they experimented with their skills in rendering lifelike forms. As a final project, each student created a drawing of a natural form of their choice to represent their personal or cultural identity. This unit introduces creativity, technical skill, and a deeper connection between art and self-expression. In the last unit, students explored the art of self-portraiture through the medium of linoleum carving and printmaking. They engaged in observational drawing, design planning, carving techniques, and print production to create a series of self-portrait prints. This unit encouraged artistic expression and technical skill development in printmaking.

Grades	
Pre-IB: Achievement Grades	
Knowledge and Understanding	5
Skills and Techniques	5
Research and investigation	4
Reflection and evaluation	4

Status	
Pre-IB: Approaches to Learning	
Thinking - Apply existing knowledge to generate new ideas, products or processes	Meeting Expectations
Thinking - Combine knowledge, understanding and skills to create products or solutions	Meeting Expectations
Communication - Give and receive meaningful feedback	Meeting Expectations
Social - Take responsibility for one's own actions	Meeting Expectations
Self-Management - Demonstrate persistence and perseverance	Meeting Expectations
Research - Make connections between various sources of information	Exceeding Expectations

Teacher Comments

In Term 2, Rose developed her understanding of the Elements and Principles of Design in the Natural Forms artwork. She experimented with some techniques and materials, and while the final piece shows potential, further refinement is needed to improve overall composition and execution. Her artist research demonstrated some connection to her artwork, and she is

encouraged to explore influences more deeply while adding more originality to her ideas. In the Self-Portrait Linoleum Prints unit, Rose showed an improved ability to observe proportion and detail. Her carving and printmaking techniques could benefit from increased precision and planning and a deeper analysis of strengths and improvements is needed. Overall, Rose has shown steady progress in Visual Arts and is encouraged to continue building confidence, refining her technical skills, and engaging thoughtfully with artistic influences and processes if she chooses to continue in the subject next year.

Final Grade

5