



PANYADEN
INTERNATIONAL SCHOOL

Term 2 Report

Academic Year 2023-2024



Anyada (Any) Boonsomchin

Year 8

Attendance

10th Jan - 11th Jun

Present 95.1%	Absent 4.9%	Partial 0%
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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.

Achievement Grades

- **Knowledge:**
What students know
- **Skills:**
What students are able to do
- **Understanding:**
What students are able to understand and transfer to different contexts

Learning Habits Categories

- **Organisation:**
Time management, preparation, strategies for learning, goal setting
 - On time for class
 - Follows-up thoroughly after absence
 - Prepared with all materials
 - Hands in complete assignment
 - Uses rubrics to independently set goals and determine next steps
- **Engagement:**
Participation and involvement in learning and reflection
 - Attentive and actively engaged
 - Listens carefully to instructions and feedback
 - Work with care and attention to detail
 - Prioritizes responsibilities focuses on tasks set and uses class time effectively
 - Displays perseverance when challenged by the work
 - Seeks clarification or assistance when needed
 - Reflect on learning and takes action to improve
- **Collaboration:**
Working cooperatively, respecting others, shared decision making and taking action
 - Participates positively, facilitates cooperation, and makes valuable contributions
 - Listens to others, respectfully articulates differing feelings, beliefs, viewpoints, ideas
 - Remains positive even when group decisions do not reflect own thinking
 - Emphasizes collaboration and focuses on shared decision making
 - Does their part to achieve a positive outcome

Please note: Achievement and Learning Habits are assessed and reported on independently from each other.

The 1-7 Achievement Scale

7	Always demonstrates in-depth and comprehensive knowledge and is able to faultlessly apply this knowledge to a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation in an insightful and/or creative way.
6	Demonstrates consistent and detailed knowledge and shows a substantial ability to apply the knowledge and skills to a wide variety of situations. There is evidence of analysis, synthesis and evaluation. There is some evidence of insight and/or creativity.
5	Usually demonstrates sound knowledge and accomplished ability to apply the knowledge and skills in a variety of situations. There is some evidence of analysis, synthesis and evaluation.
4	Demonstrates reasonable knowledge and ability to apply knowledge and skills most of the time. Reasonable ability to apply and transfer these in most situations. There is some evidence of analysis and synthesis.
3	Sometimes demonstrates basic knowledge and skills. Partial ability to apply the knowledge with minimal support. There is some evidence of analysis and synthesis.
2	Demonstrates basic required knowledge and skills. Ability to apply knowledge and skills with support. There is little evidence of analysis and synthesis.
1	Demonstrates very little knowledge and skills. Incomplete ability to apply knowledge and skills with substantial support. There is minimal evidence of analysis and synthesis.
N/A	Not Yet Assessed.

Learning Habits Descriptors

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.

Service Learning

On Track	Student is on track to complete requirements.
Not On Track	Student is not on track to complete requirements.

Exit Point Student Reflections

Exit Points are a key component of the IMYC and take place in the last week of each unit of study. Exit Points are a formal opportunity for students to reflect and show their personal learning, meaning made and links to the Big Idea. The units covered throughout Year 8 have included Communication, Belief, Respect, Relationship and Resilience. Students have considered their personal connections to these Big Ideas, as well as reflecting on the Exit Point itself.

Unit 1

In this unit, "Communication", some subjects that connect to each other are English and Thai. They both connect to the big idea because communication will help with writing and strengthen group work.

In English class, we were assigned to write our own story or narrative about anything we wanted. Our story had to follow the format of a story arc which includes an exposition, conflict, rising action, climax, falling action, and a resolution. While writing our first and second drafts, we had to make sure we added different elements of writing and wrote dialogue correctly.

In Thai, we also wrote our own story that needed to include specific words. I'm not a high level in Thai, so I couldn't write a very complex story, but I finished the assignment. We are also learning about different signs in Thai and how to write them.

How I know if I spent too little or too much time on one activity is if I've just been thinking too much about whether the outcome will be good or not, and it makes me realise I just need to do the right amount.

Unit 2

During the unit on Renewal, I enjoyed the experiments we did in science and liked making a pastiche in art. In social studies, we learned about rivers, and in English, we read short stories. I learnt that rivers can inspire pieces of art and literature. The main idea of the unit was that when something ends, something new usually starts.

Learning about chemical equations in science helped me understand that reactants react to form products, much like when something ends, it is usually the beginning of something new.

In art, we picked a famous piece of art, and we made a pastiche by renewing the concept of the artwork by making a new piece of art with a different meaning. We also researched about the artwork and the specific art technique of the specific art movement.

In hindsight, I could have spent more time working on my social studies argumentative essay, but I put it off until the last minute. I could have spent more time revising it.

Unit 3

I had some learning experiences during Unit 3 that connect to the Big Idea "Respect" in English and Social Studies.

In English, we are analyzing and discussing the message of a movie called Princess Mononoke. The movie relates to Respect because it shows us that humans and nature need to respect each other so that both sides can live peacefully without violence.

In Social Studies, we studied the invention and figures from different eras. We have to respect all the people who made revolutionary discoveries and creations for the ideas and modern technology we have today. Two subjects that connect to each other are Science and English because we always analyze things.

Stressful things during this unit were how all the exit point assignments were quite difficult for me. I was stressed by the

amount of homework I had and how I wasn't able to finish everything quickly. I managed this stress by giving up a lot of my free time to study and finish all of the summative assessments.

Unit 4

During this unit "Relationships", the topic we are learning in Science was relevant to the Big Idea. We are studying about pollination and the purpose of it. It shows the relationship between flowers and pollinators and how it is important for the ecosystems to keep thriving. It also shows human beings' negative and positive impacts on pollination as well as how it helps us too. Nature is always connected which is why we should keep a good relationship with it.

In my life and everyone else's, relationships are very important because maintaining a good relationship with people around me will make life easier whenever I am feeling like I need help, fun, or somebody to talk to. This also goes the other way around because having people feel comfortable to talk to you is a good trait.

During this unit, I struggled with keeping up with reading a chapter book that we need to complete for English class. I try to improve by finding time to read so I do not fall behind. This taught me that I need to manage my time more wisely so I can have an easier learning experience.

Unit 5

In social studies, we learned about diplomacy and did MUN. This can be connected to the big idea of "identity" as in the simulations we did we represented various stakeholders' "identities." The big idea of "identity" connects to my life as in my life I have been developing my identity by doing things like figuring out what I like to do. Throughout this unit, I think I dealt with the challenges fairly well. I think one of the most challenging things for me during the unit was doing remote learning as I was really tired from school before remote learning started and was ready to take a break, but I couldn't since I had work to do.

Buddhist Education

Max Barrett Werner

Year 8 Buddhist Education students began Term 2 with a review of the core concepts from Term 1: happiness vs. pleasure, compassion and kindness, resilience and the circle of control. Building on this knowledge, students moved into Unit 4, Relationship, by focusing on ways of strengthening attention and awareness. We discussed the five precepts of Buddhism and how paying close attention to these on a daily basis can strengthen our relationship with others. We also worked on active listening skills and how the practice of mindfulness can lead us to develop the power of not reacting and controlling our emotions. This, in turn, can enable us to act with reason rather than react with emotion, ultimately leading to more inner peace and stronger relationships with others. In Unit 5, Resilience, students explored their relationship to technology, and in particular, social media, exploring the ways Buddhist Principles can help us develop healthy habits when it comes to using technology wisely. Students finished the unit by creating posters that advised other students about the healthy use of technology.

		Status
IMYC: Learning Habits		
Organisation		Exceeding Expectations
Engagement		Meeting Expectations
Collaboration		Meeting Expectations

Teacher Comments

Anya has been a quiet yet thoughtful presence in our Buddhist Education class this year, consistently demonstrating diligence and dedication to all tasks and activities. She has shown a strong understanding of various topics, including the circle of control, compassion, kindness, pleasure, happiness, active listening, and resilience. Anya's reflection on resilience highlights her ability to apply learned concepts to real-life situations, emphasizing the importance of overcoming challenges and adapting to change. Throughout the year, she has focused on developing wise habits, particularly Yoniso Manasikara and Sacca, demonstrating honesty, acceptance, and logical thinking in her approach to learning. Anya's commitment to further enhancing Sacca, Sati, and Mattanuta over the summer reflects her dedication to personal growth and emotional well-being. Encouraging Anya to continue her thoughtful contributions and diligent work in class will further enrich the learning experience for all. With her exemplary qualities and ongoing dedication, Anya is poised for continued development in Buddhist Education next year.

English Language and Literature

Max Barrett Werner

Year 8 English Language and Literature students finished Unit 3, Respect, by watching the classic anime Princess Mononokee in order to examine the complex relationship between modern human civilisation and the natural world. By looking closely at the actions and motivations of the central characters, students developed an understanding of moral ambiguity and the importance of developing respect for nature. In Unit 4, Relationship, students read The Boy Who Harnessed the Wind. The unit delved into the impact of individual talents on communities, responses to adversity, and the transformative power of books. Learning experiences included close-reading activities, class discussions, journal writing and reflection exercises. In Unit 5, Resilience, we finished reading the novel and began our final novel, A Long Walk To Water. We explored how both protagonists displayed resilience differently and used wise habits to overcome difficult challenges. In the summative assessment, students chose their own method of showcasing their learning and comparing the two novels' depictions of resilience.

Final Grade

7

Grades	
IMYC: Achievement Grades	
Knowledge	7
Skills	7
Understanding	7

Status	
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Meeting Expectations
Collaboration	Meeting Expectations

Teacher Comments

Anya stood out as a hardworking and dedicated student in English class. Her commitment to academic excellence was commendable, as evidenced by consistently delivering high-quality work. Anya's analytical skills shone through in her assignments, demonstrating a keen ability to grasp and engage with complex concepts. Her writing was a particular strength, marked by clarity, coherence, and conciseness. This proficiency in written expression contributed significantly to her academic achievements. While Anya excelled in individual and group tasks, there was an area of potential growth in her level of participation in classroom discussions. Encouraging Anya to share her insights more actively in class discussions would

have benefited her own understanding and contributed to the collective learning experience for her classmates. In conclusion, Anya's dedication, high-quality work, and analytical prowess made her a standout student in the English class. I encouraged her to participate more in class discussions, fostering a more collaborative and enriching learning environment. I look forward to seeing her continued success and contributions in the coming term.

Life Skills

Alan Gordon Fleming, Angeline Jaojoco (Angie) Angeles, Bipin Kattuparambil Karunakaran

For Unit 3, lessons were focused on developing learning skills, and organisational skills and understanding their impact to their overall well-being. They were encouraged to use an accordion folder and to build on their coping skills, stress management, and executive function skills. The main goal of Unit 4 is to provide our students with enough knowledge and skills to make conscious and responsible decisions about their sexual health and their interpersonal relationships. The unit covered a review of sexual reproduction and puberty, developing an understanding of love, lust and attraction, social pressure around sexual relationships, developing decision-making skills around readiness for sexual behaviour, and understanding the impact of gender roles/stereotypes. In Unit 5, students delved into the topics of safety and responsibility, undertaking comprehensive research on bullying prevention and strategies to assist victims. They explored various facets of safety, including physical, emotional, and social well-being, while also learning how to foster resilience and perseverance. Moreover, they investigated the detrimental effects of environmental pollution and emphasised the significance of social responsibility in creating a better world.

Status	
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Meeting Expectations
Collaboration	Meeting Expectations

Teacher Comments

In Unit 3, Anya took responsibility for her learning and consistently met class requirements. She also used her accordion folder, submitted work on time, and delivered high-standard presentations. Anya's dedication and proactive approach contributed significantly to her success in this unit. In Unit 4, Anya was engaged in all class activities. Learning about sexual education can be challenging for young people, so, understandably, Anya was, on occasion, reluctant to share her ideas or engage in class discussions. However, her engagement in activities and classwork meant she could demonstrate good knowledge and understanding. In Unit 5, Anya actively participated enthusiastically and got along well with her peers in the group. She understood the "safety and responsibility" topics well, collaborated effectively, and shared her thoughts through research on the impact of bullying, pollution, and general safety issues. She often took the initiative to initiate conversations in group settings and completed a poster/presentation that summarized the lessons learned in safety and responsibility with her group.

Mathematics

Shauna Le Conte

In Term 2, students studied 2D and 3D geometry. They explored the relationship between a 3D shape, such as a cube or cone, and how this shape would be displayed as a two-dimensional "net". They learned about calculating areas of interesting polygons by expanding upon what they knew about the areas of triangles. They understood the relationship between volume and surface area and explored questions like how the ratio of the surface area to the volume of a sphere changes as the size of the sphere increases and how this connects to biology. Students also studied one variable statistics - how to describe the centre and spread of a set of data and represent data in various ways. In addition, students learned about unit conversion, for example, from imperial units to metric and vice versa, as well as about area, volume, and distance, shifting up and down the metric continuum. This also enhanced their knowledge of exponent rules.

Final Grade

7

Grades	
IMYC: Achievement Grades	
Knowledge	7
Skills	7
Understanding	7

Status	
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Meeting Expectations

Teacher Comments

Anya has had an excellent second term in Year 8 Maths and demonstrated considerable proficiency in 2D and 3D geometry and one variable descriptive statistics. Anya participated in this year's University of Waterloo Gauss mathematics contest and achieved a high score, the top score amongst students writing the Grade 7 level Gauss contest. Anya will be awarded a certificate of distinction at our next school assembly. I would like to encourage Anya to continue participating in this kind of endeavour to supplement her "regular" mathematics class studies. Anya has demonstrated excellent work habits, completing all assigned tasks and working well with others. It has been a pleasure to have Anya in class this year. One further comment: I recommend acquiring a scientific calculator for Year 9. While an objective is to improve formal math skills, sometimes a calculator is handy, not as a crutch, because answers don't always work out to be integers or fractions.

Media and Communication

Christopher George (Chris) O'Connor

In the Year 8 Term 2 Media & Communication class, students engage in a range of media projects, culminating in the creation of their favourite project from the year's units. Options include a C.A.R.P. Design Presentation, Podcast, Living Museum, or Short Film. Working independently or in teams, students apply their knowledge and skills to produce a comprehensive and creative final product. Each project encourages engagement with different aspects of media and communication, fostering collaboration, creativity, and critical thinking. The C.A.R.P. Design Presentation focuses on principles of Contrast, Alignment, Repetition, and Proximity in design. The Podcast involves scripting, recording, and editing an audio broadcast. The Living Museum allows students to create interactive exhibits that bring characters and events to life. The Short Film covers scripting, shooting, and editing. Feedback sessions throughout the term ensure students receive constructive critiques to refine their projects, emphasising practical application and iterative improvement.

Status	
IMYC: Learning Habits	
Organisation	Meeting Expectations
Engagement	Meeting Expectations
Collaboration	Meeting Expectations

Teacher Comments

Anya's short film project on curses met expectations in knowledge, skills, understanding, organisation, engagement, and collaboration. The editing was basic, showing a fundamental understanding of the technical aspects of film production. However, the acting compromised the film's quality, as frequent laughter during scenes detracted from the seriousness needed to produce acceptable takes. Anya's engagement and collaboration demonstrated her consistent involvement and teamwork with her peers. Moving forward, Anya should focus on improving her acting discipline and approach to filming, ensuring that scenes are taken seriously and adequately refined. By investing more effort into maintaining a professional attitude during production, Anya can significantly enhance the quality of her projects. With continued practice and dedication, she has the potential to create more polished and impactful short films in the future.

Physical Education

Bipin Kattuparambil Karunakaran, Keri Nicole Risien

Throughout the second term, students continued their journey in cultivating physical literacy, and acquiring new skills, knowledge, and confidence through diverse units, including table tennis, dance, fundamental fitness, and badminton. They had the opportunity to further explore the dimensions of physical fitness, revisiting goals for improving aerobic fitness, strength, flexibility, agility, and overall health. Students were led in executing HIIT circuits, and they also had the chance to create their own and lead the workouts for their classmates. The creation and leading of these circuits helped students identify three major muscle groups and assume a leadership role among their peers. Students embraced opportunities to refine both fixed and variable skills, practising them in drills and applying them in actual game scenarios. In addition to developing sports-specific skills, they explored the importance of sportsmanship, communication, strategy, teamwork, and leadership, further enhancing their overall physical and social development.

Final Grade

6

Grades	
IMYC: Achievement Grades	
Knowledge	6
Skills	7
Understanding	6

Status	
IMYC: Learning Habits	
Organisation	Meeting Expectations
Engagement	Meeting Expectations
Collaboration	Meeting Expectations

Teacher Comments

Throughout the second half of the year, Anya maintained her positive attitude and displayed a strong sense of sportsmanship in Physical Education. She showed tremendous growth in her approach to learning from the beginning of the year to the end. With new comfort and confidence as the year progressed, she showed a growing determination to enhance her participation during drills, activities, and games in table tennis, dance, fitness, and badminton. With Anya's increased participation, she also showed a lot of progress in her understanding of offensive and defensive strategy and how to apply it in a game setting. Celebrating her efforts and encouraging her to concentrate on incremental improvements in each game and unit will be

essential in the coming academic year, but we look forward to seeing Anya's continued development in Year 9. Well done, Anya. We hope you have a wonderful and active summer ahead!

Service Learning

Owen Haywood

In Service Learning this term students have continued on their Service Learning cycle of investigation, planning, action, reflection and demonstration. Students have collaborated well with their peers to identify authentic community needs. We have seen many students making connections in the community by taking action to visit local NGO's and organisations. Some students have gone through the full cycle while others are planning long-term service which will follow through into next year. Throughout the year, our students have harnessed systems thinking tools to view the issues they focused on, observe connections, and obtain a big-picture view of the problems they are trying to solve. Recently, students reflected on their Service Learning experiences and provided feedback on how they engaged with issues in our community. Earlier in the term, students presented their learning from the week without walls to their parents to show their experiences and reflections.

Teacher Comments

The SDG4 group, committed to advancing Quality Education, expanded on previous service-learning endeavours by forging connections with a nearby Thai school. Panyaden students diligently prepared age-appropriate English activities for Baan Lao Pao School students, featuring engaging games such as word collages and memory matches. Through these interactive sessions, both sets of students cultivated meaningful relationships, fostering a spirit of camaraderie and mutual respect. The initiative's success underscores the potential for ongoing collaboration, with the prospect of regular meetings between the two schools in the forthcoming academic year. This partnership not only enhances the educational experiences of all involved but also promotes cultural exchange and understanding within the broader community. Such initiatives align with the core principles of the Sustainable Development Goals, emphasising the transformative power of education in fostering global citizenship and promoting social cohesion.

Science and Technology

Meriska Bock

During Term 2, students explored the relationship between plants and their environment and atomic structure and bonding. The following topics were covered:

- Plant cell structure
- Leaf structure
- Transpiration
- Photosynthesis
- Seed dispersal
- Flower structure
- Pollination and plant fertilisation
- Atomic structure
- Formation of ions
- Bonding types
- Ionic compounds and formulae
- Development of the periodic table and atomic structure

Students were summatively assessed on a Pollination one pager, creating a book on fertilisation and pollinations, delivering a presentation on stomata and the use of microscopes, and a written assessment on atomic structure and bonding.

Final Grade

7

Grades	
IMYC: Achievement Grades	
Knowledge	7
Skills	7
Understanding	7

Status	
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Anya has had an excellent term in Year 8 Science. Her understanding of concepts is outstanding across all areas, including chemical bonding, pollination, fertilisation in flowers, and the function of stomata. She demonstrates a deep and thorough grasp of all the material. Her assessment skills are exceptional, and she consistently achieves top marks on tests and assignments. Anya's presentation skills are highly developed, as she confidently and effectively communicates her ideas. Her behaviour and attitude in class are exemplary; she is always cheerful and engaged. One area for improvement is sharing more during class discussions. By contributing her insights and knowledge, Anya can further enrich the learning experience for herself and her classmates. Anya is encouraged to seek higher science reading material to challenge herself further actively; she can ask the librarian for resources.

In Unit 3, Respect, we explored the time periods of the Renaissance, the Scientific Revolution, and the Enlightenment. We looked at the revolutionary ideas and inventions that have shaped our modern world. In Unit 4, Relationship, students explored Africa’s diverse geography, complex colonial history, and current challenges and opportunities. We addressed contemporary issues facing the continent, from economic struggles to environmental challenges, while highlighting Africa’s potential for growth in technology and sustainable development. In Unit 5, Resilience, students conducted focused investigations about animal welfare in industrial farming, air pollution, and the civil war in Myanmar. Students learned about the UN Environmental Program, the World Health Organisation, and the UN Human Rights Committee. Students were given a country to represent in our Model United Nations, and they researched the topics and prepared position papers to present at our PYDMUN conference.

Final Grade

7

Grades	
IMYC: Achievement Grades	
Knowledge	7
Skills	7
Understanding	7

Status	
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Anya had a strong Term 2 in Social Studies. She demonstrated high engagement in each unit and worked hard to produce her very best work. In Unit 3, she delivered a comprehensive presentation about the Renaissance, the Scientific Revolution and the Enlightenment. In Unit 4, she showed strong analytical skills in her study of Africa. She described how the richness of natural resources has contributed to the complex history of different countries. In our final unit, Anya showed excellent collaboration skills with her co-chair in writing the Chair Report for the World Health Organisation committee in the Model United Nations activity. She also helped her classmates as they navigated their research and wrote their position papers.

Anyada showed strong knowledge of all three MUN topics, and she was able to facilitate the committee sessions on the day of the MUN event. Great work, Anyada!

Thai Acquisition Intermediate

Jutharat (Goong) Songkham

In Unit 3, students delved into the intricacies of Thai Consonant Clusters and False Clusters, dedicating time to mastering the reading and applying these linguistic elements across various contexts. Moreover, they creatively linked their narratives to the overarching theme of Respect. In Unit 4, students further expanded their linguistic repertoire by exploring Thai tones and WH questions. Through immersive learning experiences, they developed proficiency in using these language features, culminating in creating interview questions centring on Relationships. Students honed their language skills and fostered intercultural understanding and communication by actively engaging in these activities. Unit 5, students explored the essential building blocks of the Thai language, focusing on inherent vowels. They learned new vocabulary, mastered sentence structures, and honed their reading comprehension skills through engaging activities. By reading and summarising stories rich in inherent vowels, students strengthened their language proficiency and cultivated resilience and perseverance in their language-learning journey.

Final Grade

7

Grades	
IMYC: Achievement Grades	
Knowledge	7
Skills	7
Understanding	7

Status	
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Meeting Expectations

Teacher Comments

Anya consistently demonstrates excellent organisation and self-management skills, diligently applying herself in Thai class and collaborating effectively with peers. Anya has made significant strides in her writing and reading abilities this term, crafting more detailed and structured sentences and confidently identifying the main ideas in texts. Anya effortlessly decodes complex consonant clusters and comprehends stories, applying this knowledge to craft her narratives with impressive accuracy and creativity. Her final project on inherent vowels showcased a deep understanding of the topic, presented through an engaging, informative, and well-structured format. Anya's creative use of visuals and examples and her confident delivery

highlight her growing mastery of the Thai language. Anya is encouraged to continue practising daily reading and actively participate in spoken Thai conversations to enhance her progress further. This consistent practice will solidify her language foundation and further develop her communication skills.

Visual Arts

Paula Anneli Pasanen

In the last term, Year 8 Visual Arts students explored IMYC units Respect, Relationships and Resilience, developing both art-making and conceptual knowledge and skills. In Unit 3, Respect, students created Up-cycled Paper Bags - emphasising environmental respect. In Unit 4, Relationships, Students worked collaboratively to create an immersive, environmental installation with spatial arrangements to engage viewers in multi-sensory experiences. The work is on display in the secondary courtyard near entrance 2. In the last unit, Resilience / Free Choice - Students had creative autonomy to choose their theme, media, technique, and style, fostering diverse artistic expressions in both 2D and 3D forms, and showcasing their individual resilience and creativity through personalised projects.

Final Grade

6

Grades	
IMYC: Achievement Grades	
Knowledge	6
Skills	6
Understanding	7

Status	
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

During the final term, Anya was a positive yet relatively quiet student who showcased impressive thinking skills and application of knowledge. In the Respect Unit, Anya repurposed a paper bag, drawing inspiration from the work of artist Keith Haring. Over time, Anya became more active and inquisitive, asking questions and collaborating well with teammates during the Collaborative Unit Relationship, where the year group created an installation. Anya created a drawing representing personal growth and resilience in the final Unit Resilience. She demonstrated excellent self-management and organization before and during lessons, proactively seeking clarification when unsure of the instructions. Her steady progress and increased confidence were commendable, enhancing her contributions to class projects. Anya's commitment to her work, creativity in her projects, and willingness to improve were evident. Her thoughtful approach and dedication made her a valued member of the class.