



End of Year Report

2023 - 2024



Mawika Niyom (Mook)

Year 11

Middle Years Programme

Homeroom Teacher(s)

Mr. Charles Cejka

Ms. Sudarat Suriyan

Learner Profile

Inquirer (เป็นนักถาม)	Students' natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives. ความอยากรู้อยากเห็นของผู้เรียนได้รับการอบรมอย่างเป็นธรรมชาติ ผู้เรียนได้มาซึ่งทักษะที่จำเป็นต่อการวิจัยศึกษาอย่างมีเป้าหมายและสร้างสรรค์ ผู้เรียนมีความสุขกับการเรียน และ รักการเรียนรู้ไปตลอดชีวิต
Thinker (เป็นนักคิด)	Students exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems. ผู้เรียนใช้ทักษะการคิดอย่างมีวิจารณญาณและสร้างสรรค์ในการตัดสินใจและแก้ปัญหาที่ซับซ้อนได้
Communicator (เป็นนักสื่อสาร)	Students receive and express ideas and information confidently in more than one language, including the language of mathematical symbols. ผู้เรียนยอมรับและแสดงความคิดเห็นรวมทั้งให้ข้อมูลได้อย่างมั่นใจได้มากกว่าหนึ่งภาษา รวมถึงสัญลักษณ์ภาษาทางคณิตศาสตร์
Risk-taker (กล้าเสี่ยง)	Students approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe. ผู้เรียนเผชิญหน้ากับสถานการณ์ที่ไม่คุ้นเคยโดยปราศจากความกังวล มีความมั่นใจและอิสระในจิตวิญญาณที่จะค้นหาบทบาท ความคิด และวิธีการใหม่ๆ มีความกล้าหาญและชัดเจนในการปกป้องสิ่งเหล่านั้นที่ตนเองเชื่อ
Knowledgeable (ใฝ่เรียนรู้)	Students have spent time in our school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge. ผู้เรียนใช้เวลาที่โรงเรียนสืบเสาะประเด็นความสัมพันธ์และความสำคัญเกี่ยวกับโลก ผู้เรียนจะได้มาซึ่งประเด็นความรู้สำคัญ
Principled (มีคุณธรรม)	Students have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice. ผู้เรียนเข้าใจหลักการของการใช้เหตุผลเชิงจริยธรรมอย่างถ่องแท้ มีความซื่อสัตย์สุจริตและยุติธรรม
Caring (ห่วงใยผู้อื่น)	Students show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service. ผู้เรียนแสดงออกถึงการตอบสนองต่อความต้องการและความรู้สึกของผู้อื่น มีความเข้าใจในความรับผิดชอบต่อการกระทำของตนเองและการบริการผู้อื่น
Open-minded (เปิดใจเรียนรู้)	Students respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view. ผู้เรียนเคารพมุมมอง, ค่านิยมและประเพณีของบุคคลและวัฒนธรรมอื่น ๆ และคุ้นเคยกับการแสวงหาและพิจารณามุมมองที่หลากหลาย
Balanced (มีความสมดุล)	Students understand the importance of physical and mental balance and personal well-being. ผู้เรียนเข้าใจถึงความสำคัญของความสมดุลทางร่างกายและจิตใจ และความเป็นอยู่ที่ดี
Reflective (คิดไตร่ตรอง)	Students give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner. ผู้เรียนมีการคิดพิจารณาการเรียนรู้ของตนเองและวิเคราะห์ข้อดีและข้อเสียส่วนตัวของตนเองด้วยวิธีการที่สร้างสรรค์

Attendance

Days late this year (7 August - 14 June 2024)	1
Days absent this year (7 August - 14 June 2024)	15
Total days (7 August - 14 June 2024)	183

Guide to IB Middle Years Programme (MYP) Assessment

MYP subject-specific assessment criteria

In each subject, students receive a **grade out of eight** for each of the **four** assessment criteria. Please see the table below for the specific criteria used in each subject group.

These grades out of eight are based upon descriptors for each criteria.

There are nine possible achievement levels (0–8) for each of the four criteria.

These five bands are:

- no standard demonstrated (0);
- limited (1–2);
- adequate (3–4);
- substantial (5–6);
- and excellent (7–8) performance.

Each band has its own unique descriptor that teachers use to make “best-fit” judgments about student progress and achievement.

Criterion	A (0-8)	B (0-8)	C (0-8)	D (0-8)
Language & Literature (English and Thai)	Analysing	Organising	Producing text	Using language
Language Acquisition (English and Thai)	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing skills	Creating/Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary	Evaluating	Synthesising	Reflecting	N/A
Personal Project	Planning	Applying Skills	Reflecting	N/A

Overall MYP subject grades

The grades (0-8) for each of the four criteria in each subject are combined to provide a result out of 32. This sum is converted into a grade out of seven, which is the overall grade for each MYP subject. This table describes in broad terms what each grade represents.

Total combined result	Overall subject grade	Description
28-32	7	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.
24-27	6	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.
19-23	5	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
15-18	4	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.
10-14	3	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.
6-9	2	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.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Language and Literature - English

Educator: Mr. Jay Randall

Criterion	Learning objectives	Grade (0-8)
A: Analysing	<ul style="list-style-type: none"> analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts analyse the effects of the creator's choices on an audience justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts 	7
B: Organising	<ul style="list-style-type: none"> employ organisational structures that serve the context and intention organise opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention 	7
C: Producing texts	<ul style="list-style-type: none"> produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas 	6
D: Using language	<ul style="list-style-type: none"> use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in a register and style that serve the context and intention use correct grammar, syntax and punctuation spell (alphabetic languages), write (character languages) and pronounce with accuracy use appropriate non-verbal communication techniques. 	6
Total combined result (out of 32)		26
Overall subject grade (out of 7)		6

Strength(s):

Mook has improved significantly in her analytical skills, specifically in identifying and evaluating the effectiveness of creators' choices and their impacts on audiences. As well, she began to employ more relevant examples and clearer explanations to support this analysis. Mook also enhanced the coherence, logic, and development of her writing by better linking each sentence or point with those before and after.

Learning target(s):

Mook is encouraged to always closely read and unpack the requirements to ensure her responses are relevant. She could also develop her comprehension skills by spending time paraphrasing the arguments of critics. Lastly, she can keep her arguments clear by focusing each sentence on one specific point.

Language and Literature - Thai

Educator: Mr. Kevin Charles

Criterion	Learning objectives	Grade (0-8)
ก: การวิเคราะห์	<ul style="list-style-type: none"> วิเคราะห์เนื้อหา บริบท ภาษา โครงสร้าง เทคนิคและรูปแบบของข้อความ และความสัมพันธ์ระหว่างข้อความ วิเคราะห์ผลกระทบของตัวเลือกของผู้เขียนที่มีต่อผู้อ่าน ให้เหตุผลของความคิดเห็นและเจตคติโดยใช้ตัวอย่าง คำอธิบาย และศัพท์บัญญัติ ประเมินความเหมือนและความแตกต่างโดยผ่านการเชื่อมโยงลักษณะเฉพาะของประเภทและข้อความทั้งภายในและภายนอก 	7
ข: การจัดระเบียบ	<ul style="list-style-type: none"> ใช้โครงสร้างการจัดระเบียบที่ตอบสนองบริบทและเจตนารมณ์ จัดระเบียบความคิดเห็นและเจตคติในลักษณะที่สอดคล้องกันและมีตรรกะ ใช้เครื่องหมายอ้างอิงและการจัดรูปแบบเพื่อสร้างรูปแบบการนำเสนอที่เหมาะสมกับบริบทและเจตนารมณ์ 	8
ค: การสร้างข้อความ	<ul style="list-style-type: none"> จัดทำตำราที่แสดงถึงความคิด จินตนาการ และไหวพริบ พร้อมการสำรวจและการพิจารณา มุมมองและแนวคิดใหม่ ๆ ที่เกิดจากการมีส่วนร่วมกับกระบวนการสร้างสรรค์ ตัดสินใจเลือกโวหารในแง่ของภาษา ศาสตร์ วรรณกรรม และสื่อรูปภาพ แสดงให้เห็นถึงความตระหนักถึงผลกระทบต่อผู้อ่าน เลือกรายละเอียดและตัวอย่างที่เกี่ยวข้องเพื่อพัฒนาแนวคิด 	8
ง: การใช้ภาษา	<ul style="list-style-type: none"> ใช้คำศัพท์ โครงสร้างประโยค และรูปแบบการแสดงออกที่เหมาะสมและหลากหลาย เขียนและพูดในการจัดบันทึกและรูปแบบที่เหมาะสมกับบริบทและเจตนา ใช้ไวยากรณ์ วากยสัมพันธ์ และเครื่องหมายวรรคตอนที่ถูกต้อง สะกด (ภาษาตัวอักษร) เขียน (ภาษาอักขระ) และออกเสียงด้วยความแม่นยำ ใช้เทคนิคการสื่อสารอวัจนภาษาที่เหมาะสม 	8
Total combined result (out of 32)		31
Overall subject grade (out of 7)		7

Strength(s):

มักเป็นผู้เรียนที่มีทักษะการค้นคว้าที่ดีเยี่ยม สามารถตีความ แปลความ และขยายความเรื่องที่อ่าน โดยผ่านการจับใจความจากสื่อต่างๆ เช่น เรื่องสั้น นวนิยาย สารคดี บันทึกคดีข่าวสารจากสื่ออิเล็กทรอนิกส์ อีกทั้งยังสามารถเขียนสื่อสารในรูปแบบต่างๆ ได้ตรงตามวัตถุประสงค์ โดยใช้ภาษาเรียบเรียงถูกต้องมีข้อมูลและสาระสำคัญชัดเจน มีทักษะในการเขียนเรียงความและเขียนย่อความจากสื่อต่างๆ เช่น กรณียกเว้น วรรณคดี เรื่องสั้น สารคดี นวนิยาย และบทความทางวิชาการ อีกทั้งผลงานเขียนของตนเองในรูปแบบสารคดีหรือบันทึกคดีได้ มักสามารถใช้คำและกลุ่มคำสร้างประโยคตรงตามวัตถุประสงค์ เช่น คำและสำนวนรวมถึงการร้อยเรียงประโยคต่างๆ

Learning target(s):

มุ่งพัฒนาทักษะด้านการวิเคราะห์ โดยผ่านการวิเคราะห์อิทธิพลของภาษาต่างประเทศและภาษาถิ่น อีกทั้งเรื่องการวิเคราะห์และประเมินคุณค่าด้านวรรณศิลป์ของวรรณคดีและวรรณกรรมในฐานะที่เป็นมรดกทางวัฒนธรรมของชาติ เพื่อเตรียมความพร้อมในการเรียนรู้ในระดับถัดไป

Individuals and Societies

Educator: Mr. Jay Randall

Criterion	Learning objectives	Grade (0-8)
A: Knowing and understanding	<ul style="list-style-type: none">• use a wide range of terminology in context• demonstrate knowledge and understanding of subject-specific content and concepts through• developed descriptions, explanations and examples	6
B: Investigating	<ul style="list-style-type: none">• formulate a clear and focused research question and justify its relevance• formulate and follow an action plan to investigate a research question• use research methods to collect and record appropriate, varied and relevant information• evaluate the process and results of the investigation	7
C: Communicating	<ul style="list-style-type: none">• communicate information and ideas in a way that is appropriate for the audience and purpose• structure information and ideas according to the task instructions• create a reference list and cite sources of information	5
D: Thinking critically	<ul style="list-style-type: none">• discuss concepts, issues, models, visual representation and theories• synthesise information to make valid, well-supported arguments• analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations• interpret different perspectives and their implications	6
Total combined result (out of 32)		24
Overall subject grade (out of 7)		6

Strength(s):

Throughout the year, Mook improved in her analysis of issues, theories, and sources. Specifically, her discussions of topics became supported by a wider range of detailed and relevant evidence as well as specific terminology. Better structured answers also helped improve the effectiveness of her written arguments. Lastly, she has begun to analyse issues at a deeper and nuanced level by considering the strengths and weaknesses of different possible interpretations.

Learning target(s):

Mook can enhance the focus of her writing by more directly addressing the requirements of each question from the beginning. As well, she should more consistently cite and reference her sources in order to add credibility to her arguments. Finally, Mook is encouraged to always use each source listed in her works cited in the actual body of her research papers.

Science

Educator: Mr. Charles Cejka

Criterion	Learning objectives	Grade (0-8)
A: Knowing and understanding	<ul style="list-style-type: none"> explain scientific knowledge apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations analyse information to make scientifically supported judgments 	7
B: Inquiring and designing	<ul style="list-style-type: none"> explain a problem or question to be tested by a scientific investigation formulate a testable hypothesis and explain it using scientific reasoning explain how to manipulate the variables, and explain how data will be collected design scientific investigations 	7
C: Processing and evaluating	<ul style="list-style-type: none"> present collected and transformed data interpret data and describe results using scientific reasoning evaluate the validity of a hypothesis based on the outcome of the scientific investigation evaluate the validity of the method explain improvements or extensions to the method 	7
D: Reflecting on the impacts of science	<ul style="list-style-type: none"> explain the ways in which science is applied and used to address a specific problem or issue discuss and evaluate the various implications of using science and its application in solving a specific problem or issue apply scientific language effectively document the work of others and sources of information used 	6
Total combined result (out of 32)		27
Overall subject grade (out of 7)		6

Strength(s):

Mook has been able to consistently apply her knowledge of the Science concepts to both familiar and unfamiliar situations, including graphs or data that she has not seen before. Furthermore, her experimental designs include detailed procedures that can be repeated while ensuring that sufficient data is collected for analysis. Mook has used external publications to support her hypotheses and conclusions.

Learning target(s):

Mook should fully evaluate the advantages and disadvantages of the scientific solutions to real-world problems and connect these to external factors such as economics or the environment. She is encouraged to continue developing her glossary of important scientific terms and apply these to different contexts in her lab reports and research projects.

Mathematics

Educator: Mr. Thomas Newton

Criterion	Learning objectives	Grade (0-8)
A: Knowing and understanding	<ul style="list-style-type: none"> select appropriate mathematics when solving problems in both familiar and unfamiliar situations apply the selected mathematics successfully when solving problems solve problems correctly in a variety of contexts 	6
B: Investigating patterns	<ul style="list-style-type: none"> select and apply mathematical problem-solving techniques to discover complex patterns describe patterns as general rules consistent with findings prove, or verify and justify, general rules 	7
C: Communicating	<ul style="list-style-type: none"> use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations use appropriate forms of mathematical representation to present information move between different forms of mathematical representation communicate complete, coherent and concise mathematical lines of reasoning organise information using a logical structure 	7
D: Applying mathematics in real-life situations	<ul style="list-style-type: none"> identify relevant elements of authentic real-life situations select appropriate mathematical strategies when solving authentic real-life situations apply the selected mathematical strategies successfully to reach a solution justify the degree of accuracy of a solution justify whether a solution makes sense in the context of the authentic real-life situation 	7
Total combined result (out of 32)		27
Overall subject grade (out of 7)		6

Strength(s):

Mook consistently produced high quality work, and demonstrated a deep understanding of mathematical principles. She demonstrated sophisticated problem solving skills and was able to critically analyse most mathematics problems in order to find appropriate solutions, including problems involving trigonometry, linear and quadratic algebra equations, geometric transformations, and basic statistical analysis. Mook also demonstrated a strong ability to communicate using mathematical terminology, to recognise and utilise trends and patterns, and to apply her knowledge of mathematics in real world situations.

Learning target(s):

Mook would benefit from more classroom interaction with her peers and to more closely follow classroom deadlines.

Integrated Arts

Educator: Ms. Diana Clemencia Afanador Vargas

Criterion	Learning objectives	Grade (0-8)
A: Investigating	<ul style="list-style-type: none">investigate a movement or genre in their chosen arts discipline, related to the statement of inquiryanalyse an artwork or performance from the chosen movement or genre	8
B: Developing	<ul style="list-style-type: none">practically explore ideas to inform development of a final artwork or performancepresent a clear artistic intention for the final artwork or performance in line with the statement of inquiry	8
C: Creating/ Performing	<ul style="list-style-type: none">create or perform an artwork	8
D: Evaluating	<ul style="list-style-type: none">appraise their own artwork or performancereflect on their development as an artist	8
Total combined result (out of 32)		32
Overall subject grade (out of 7)		7

Strength(s):

Mook has shown very good photography skills. Additionally, she has a clear idea of what she likes to work on and how to work with her subject (cats). Her commitment and development of her portfolio showed an excellent development process. Mook has demonstrated a strong caring attribute, supporting her peers when needed and maintaining an open attitude towards everyone in class.

Learning target(s):

Mook would benefit from sharing her ideas and using her language skills to argue her choices. She is encouraged to explain her creative choices in depth and argue the aesthetic choices made in her artworks.

Design

Educator: Ms. Diana Clemencia Afanador Vargas

Criterion	Learning objectives	Grade (0-8)
A: Inquiring and analysing	<ul style="list-style-type: none"> explain and justify the need for a solution to a problem for a specified client/target audience identify and prioritise primary and secondary research needed to develop a solution to the problem analyse a range of existing products that inspire a solution to the problem develop a detailed design brief, which summarises the analysis of relevant research 	7
B: Developing ideas	<ul style="list-style-type: none"> develop design specifications, which clearly states the success criteria for the design of a solution develop a range of feasible design ideas, which can be correctly interpreted by others present the chosen design and justify its selection develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution 	7
C: Creating the solution	<ul style="list-style-type: none"> construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution demonstrate excellent technical skills when making the solution follow the plan to create the solution, which functions as intended fully justify changes made to the chosen design and plan when making the solution present the solution as a whole 	7
D: Evaluating	<ul style="list-style-type: none"> design detailed and relevant testing methods, which generate data, to measure the success of the solution critically evaluate the success of the solution against the design specification explain how the solution could be improved explain the impact of the solution on the client/target audience 	7
Total combined result (out of 32)		28
Overall subject grade (out of 7)		7

Strength(s):

Mook displayed a very good development of her ideas for her board game. Her ideas were creative and showed her unique perspective and interests. This was further illustrated by her image choices when creating her personal colouring book. Mook demonstrated a balanced attribute as she was able to develop her work and personal interests together.

Learning target(s):

Mook would benefit from participating more in class and sharing her own perspective. She is encouraged to keep deadlines in mind and create plans that allow her to develop her work in steps to meet partial and final deadlines.

Physical and Health Education

Educator: Mr. Lee Morris

Criterion	Learning objectives	Grade (0-8)
A: Knowing and understanding	<ul style="list-style-type: none"> explain physical health education factual, procedural and conceptual knowledge apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations apply physical and health terminology effectively to communicate understanding 	6
B: Planning for performance	<ul style="list-style-type: none"> design, explain and justify plans to improve physical performance and health analyse and evaluate the effectiveness of a plan based on the outcome 	7
C: Applying and performing	<ul style="list-style-type: none"> demonstrate and apply a range of skills and techniques effectively demonstrate and apply a range of strategies and movement concepts analyse and apply information to perform effectively 	5
D: Reflecting and improving performance	<ul style="list-style-type: none"> explain and demonstrate strategies to enhance interpersonal skills develop goals and apply strategies to enhance performance analyse and evaluate performance 	5
Total combined result (out of 32)		23
Overall subject grade (out of 7)		5

Strength(s):

Mook demonstrated a commendable understanding of the academic aspects of physical and health education (PHE). Her grasp of theoretical concepts, procedural knowledge, and engagement in classroom discussions reflected her dedication to learning. This was especially evident in her planning assignments. Mook was able to use the SMART goals format to create specific, realistic and achievable goals, then develop a plan to work towards those goals.

Learning target(s):

Mook is encouraged to put more effort into the physical side of PHE. It's important to be consistent with both the physical and academic aspects as the two affect overall growth and development in the subject.

Interdisciplinary Learning

Educator: Mr. Jay Randall and Mr. Mark Abbadessa

Criterion	Learning objectives	Grade (0-8)
A: Evaluating	<ul style="list-style-type: none"> analyse disciplinary knowledge evaluate interdisciplinary perspectives 	7
B: Synthesising	<ul style="list-style-type: none"> create a product that communicates a purposeful interdisciplinary understanding justify how their product communicates interdisciplinary understanding 	6
C: Reflecting	<ul style="list-style-type: none"> discuss the development of their own interdisciplinary learning discuss how new interdisciplinary understanding enables action 	6
Total combined result (out of 24)		19
Term 1: Overall grade (out of 7)		6

*Note that interdisciplinary assessment is marked out of 24. The descriptors for the overall grade (out of 7) can be found in the table on page 4.

General comment(s):

Mook made some effective links between the two disciplines of English and History in terms of their processes, sources used, and the knowledge created by each. She also reflected well on the strengths and limitations of combining these different perspectives. She should aim to more explicitly explain the process of her own interdisciplinary learning over time and the ways that she can apply this approach in other contexts.

Middle Years Programme Personal Project

Supervisor: Paul Surbey

Criterion	Learning objectives	Grade (0-8)
A: Planning	<ul style="list-style-type: none"> state a learning goal for the project and explain how a personal interest led to that goal state an intended product and develop appropriate success criteria for the product present a clear, detailed plan for achieving the product and its associated success criteria. 	7
B: Applying Skills	<ul style="list-style-type: none"> explain how the ATL skill(s) was/were applied to help achieve their learning goal explain how the ATL skill(s) was/were applied to help achieve their product. 	5
C: Reflecting	<ul style="list-style-type: none"> explain the impact of the project on themselves or their learning evaluate the product based on the success criteria. 	7
Total combined result (out of 24)		19
Overall subject grade (out of 7)		6
The student met the requirements of the Personal Project for the UDIS Diploma		Yes

*Note that the Personal Project is marked out of 24.

Comment(s):

Mook set an ambitious goal to create an informative skincare video series, enhancing her understanding of skin science. She demonstrated excellent research skills and effectively communicated complex ideas. The project delivered accurate, engaging content. To further improve, she could have focused on enhancing her video development skills, and maintaining an engaging balance of information. Overall, this project reflects her dedication and growing expertise. Well done!

Homeroom

Educator: Mr. Charles Cejka

Service as Action

This student met the expected requirements for service as action.	X
This student did not meet the requirements for service as action.	

Comment(s):

Mook has met the service as action requirements by helping to organise the Dance ECA, serving as a presenter at the Loy Krathong event, and helping to organise the middle years dance.

CAT4 vs attainment

In Year 11, we conducted CAT4 tests with all students to help guide them in their subject selection interviews. The table below shows the most likely attainment based on the CAT4 test versus their actual attainment at the end of the academic year:

- Exceeding expectations - The actual grade is higher than the CAT4 prediction
- Meeting expectations - The actual grade is the same as the CAT4 prediction (this also applies for split CAT4 predictions, e.g. 5/4 will be meeting if the actual grade is 5 or 4)
- Below expectations - The actual grade is lower than the CAT4 prediction

Subject	Likely CAT4 prediction of grade	Actual grade	Comment
Language and Literature (English)	4/3	6	Exceeding expectations
Individuals and societies	4	6	Exceeding expectations
Science	4	6	Exceeding expectations
Mathematics	4	6	Exceeding expectations
Arts	5/4	7	Exceeding expectations