



Academic Handbook
Grade 10
2022-2023

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1. Guiding Statements

A Shared Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

Our Distinct Identity

To empower our students to become transformational leaders who explore new frontiers for the greater good of Asia and beyond

Our Motto

One Life. Realise your Potential. Be a catalyst for positive change.

2. Leadership at UWC ISAK Japan

A unique and core component of UWC ISAK Japan is our focus on leadership. Our leadership programme is integrated into all aspects of living and learning on campus.

Who is a transformational Leader?



A transformational leader is someone who consistently identifies what is most important and what is needed, takes purposeful action in the face of discomfort, uses diversity as a strength, and supports others in this practice. With continuous practice, a transformational leader creates positive change within self and the community at large.

Leadership is a Practice

Leadership is not a position or status that a selective group of people earn, whether by the virtue of their economic or social position in society or their innate demeanor or personality. No matter what our background or personality, we can all engage in practices that support our growth in leadership skills and mindsets to become positive change makers. While developing these core skills and mindsets, UWC ISAK Japan offers a human-centered environment where each of us can find our own strengths, and our authentic ways to creating positive change.

How Do We Gauge our Success?

At UWC ISAK Japan, we believe that ultimate success is achieved when the entire UWC ISAK Japan community is committed to the practice of transformational leadership; engaged in getting better at Awareness, Connecting, Action-Taking, Self-Discipline, and Creativity; and making visible positive impact for the greater good of Asia and beyond.

Leadership Portfolio & Leadership Diploma

In order for students to track their engagement in the leadership practice and growth in their leadership skills and mindsets, each student designs and creates their own web-based leadership portfolio across all years at UWC ISAK Japan. They use this space to showcase major artifacts of their leadership practices, and reflect on their growth as leaders.

Upon graduation many of our students will be awarded a unique Leadership Diploma. The leadership diploma acknowledges students who not only satisfy the academic requirements for a high school diploma but also demonstrate significant engagement in the leadership practices throughout their time at UWC ISAK Japan and have created positive changes that are in line with our mission. We work with students so they can all meet this important milestone.

3. Academic Honesty

Definition: The School defines malpractice as behavior that results in, or may result in, the student or any other students gaining an unfair advantage in assessment components. Malpractice includes the following:

- **Plagiarism:** This is defined as the representation of the ideas or work of another person as the student's own.
- **Collusion:** This is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** This is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **Any other behavior that gains an unfair advantage for a student or affects the results of another student.** For example, taking unauthorised material or devices into a test situation, misconduct during an exam, falsifying an activities record, disclosure of information to and receipt of information from students about the content of a test to others who may not have written it yet.

In these cases, the student Code of Conduct which is in the Student Handbook, will be in effect.

4. Attainment Indicators

UWC ISAK Japan Attainment Indicators

UWC ISAK Japan uses its own set of internal attainment indicators, which allow us to focus on student learning and provide for cohesion across grade levels. In addition, they allow us to harmonise both the IB and Japanese Ministry of Education grading requirements.

UWC ISAK Level	Attainment Grade	Descriptors
7	Excellent	Skills Development - Consistent and thorough evidence of the ability to apply skills both widely and flawlessly. Content Acquisition - Consistent and thorough evidence of near-mastery of targeted subject knowledge. Conceptual Understanding - Consistent and thorough evidence of high quality analysis, synthesis and evaluation. Consistent and thorough evidence of originality and insight.
6	Very Good	Skills Development - Consistent and thorough evidence of the ability to apply skills widely. Content Acquisition - Frequent evidence of near-mastery of targeted subject knowledge. Conceptual Understanding - Frequent evidence of high quality analysis, synthesis and evaluation. Frequent evidence of originality and insight.
5	Good	Skills Development - Frequent evidence of the ability to apply skills to most situations. Content Acquisition - Frequent evidence of good targeted subject knowledge. Conceptual Understanding - Frequent evidence of good analysis, synthesis and evaluation. Occasional evidence of originality and insight.
4	Satisfactory	Skills Development - Evidence of the ability to apply skills effectively in some situations. Content Acquisition - Occasional evidence of targeted subject knowledge. Conceptual Understanding - Occasional evidence of analysis, synthesis and evaluation.
3	Underdeveloped Attainment	Skills Development - Limited evidence of the application of appropriate skills. Content Acquisition - Limited evidence of targeted subject knowledge. Conceptual Understanding - Limited evidence of analysis, synthesis and evaluation.
2	Low Measurable Attainment	Skills Development - Very limited evidence of the application of appropriate skills. Content Acquisition - Very limited evidence of targeted subject knowledge. Conceptual Understanding - Very limited evidence of analysis, synthesis and evaluation.
1	No Measurable Attainment	Minimal evidence demonstrated of required expectations

What other skills and qualities do we look to assess?

When the school sends home report cards, students, and their families, receive their attainment level per subject and also narrative comments where teachers and advisors discuss the students' growth and provide feedback on their approaches to learning. Among these skills and qualities, teachers and advisors may discuss "awareness", or the students' capacity to observe oneself and the environment and to understand what is important for the greater good. Teachers and advisors may also discuss "connecting", or how the student empathises with members of the community, understands diverse potentials and supports others towards a common goal. Teachers and advisors may also discuss "action taking", or how the student steps out of their comfort zone and acts with courage. Teachers and advisors may also discuss "Self-Discipline", or how the student responds to challenges with measured reflection, resilience and optimism. Teachers and advisors may also discuss "Creativity", or how students' generate ideas and build upon the ideas of others.

5. UWC ISAK Japan Japan Grade 10 Academic Programme

Leadership

LEADERSHIP COURSE

Course Description

The Grade 10 Leadership program is the pinnacle of students' experience at UWC ISAK Japan. Each student has the opportunity to develop and run their own project or to join another student project. Through the experience of running a project, students learn leadership and teamwork skills such as communication, project management, conflict resolution, and budgeting.

Successful projects are ones which are both ambitious enough to challenge the student to grow and impactful enough to have positive outcomes for others.

The learning is student-led. This means that we expect students to drive their own learning, take initiative, ask questions, and take action to move their projects forward.

The underlying methodology is two-fold:

- *Personalised* - Each student can choose their own project based on the intersection of their interests and where there is a genuine need in the world. Instructors and coaches will guide students in learning the skills and knowledge needed to complete their projects.
- *Project-based* - Projects form the core of the curriculum and connect learning with real-life experience. Reflection and coaching are key instructional strategies to help students uncover their strengths and areas for improvement in a relevant and practical way.

There are two Project Weeks in the course:

- **Fall Project Week:** Students spend 2-3 days in a camp-like environment in which they are pushed

outside their comfort zone to learn more about leadership, teamwork, communication, and self-awareness. They spend the final two days focused on their projects and taking action.

- Spring Project Week: Students spend the entire week off-timetable to focus on their projects. Real progress and action is expected during this Project Week.

Course Outline

The course is run in four phases which students can progress through at their own pace.

1. Explore
 - Students take their first steps to create their Purpose Project. They learn about themselves, teamwork, leadership, and identify the nexus between their interests and problems in the world that need solving. They identify their strengths and areas for growth.
2. Connect, Commit, and Plan
 - Students find out more about the problem they are solving, what has already been done, who is already working in this space, and make connections with possible mentors and supporters. With the support of their coach, students plan their project. They identify the needed skills and knowledge, resources required, clarify roles and responsibilities, and develop a plan of action. This involves empathising with the people associated with the project.
3. Taking Action
 - Students take action to achieve the aims of their project. This often involves ideating, prototyping, and testing. Students make project decisions and problem solve. Students receive support from their coach and mentor.
4. Evaluate
 - Students evaluate their project and themselves. This phase involves students identifying their thoughts and feelings throughout the project, sharing their experiences, and evaluating their project in terms of:
 - i. Process
 - ii. Project Outcomes
 - iii. Self-Assessment to identify learning, achievements, challenges, strengths, interests, and areas for improvement.

Assessment

Assessment is a 1/3 approach in which three assessments take place: student self-assessment, coach assessment, and peer assessment.

Coaches will review the student's self-assessment, peer-assessment, and coach assessment. When there is evidence of the success criteria, a pass will be awarded. The success criteria are:

- Students discover their interests.
- Students identify a nexus between their interest and a community need.
- Students take action and work towards solving a need.
- Students reflect on the successes and failures of their actions.
- Students reflect on and identify their personal strengths and areas for improvement.

Language and Literature

English (Level 1)

Course Description

Language is essential for communicating, thinking, and learning. Furthermore, having a firm command of language is fundamental to critical thinking, which is a key skill in all IB Diploma courses. As such, students in *English 1* develop an appreciation for, and enjoyment of, the power and beauty of the English language in daily use and in literature. *English 1* is a course that focuses on building vocabulary, strengthening grammar and preparing students for success in the IB Diploma program.

The *English 1* course focuses on four units:

1. Building blocks of English
2. Overcoming Obstacles
3. Creative Writing
4. Essays and Speeches

Course Outline

Quarter 1: Building blocks of English

This unit focuses on introducing students to the fundamentals of high school English. This includes learning how to organize paragraphs, write a 5-paragraph essay and write summaries. It also focuses on reading comprehension strategies such as guessing context from the title, skimming, scanning and guessing meaning from context. This builds a strong foundation for the rest of the year, not only for English but also for other subjects.

Quarter 2: Overcoming Obstacles

This unit centres around the main question, “How are obstacles overcome?”. Throughout the unit we read and/or watch biographies of various celebrities and activists such as Malala Yousoufzai, Nick Vujicic, Helen Keller, Iqbal Masih, etc.. After learning about each celebrity, we discuss the obstacles that they faced in life and the strategies they used to overcome them. These obstacles could be mental, physical, cultural or social. We then talk about obstacles in our own life and apply what we have learned from the celebrities in our own lives.

Quarter 3: Creative Writing

Having spent the first half of the year strengthening English language foundation, we now start exploring the literary aspects of the course. Students learn the fundamentals of short story such as plot graph, setting, and characterisation. Students use this knowledge to deconstruct some popular fairy tales. They also have an opportunity to share fairy tales from their culture. Finally, we look at some fractured fairy tales and write a fractured fairy tale of our own.

Quarter 4: Essays and Speeches

In this unit, we learn about speech as a text type, learn what makes a speech a memorable speech and listen to come famous speeches from around the world. Students then pick a topic that they are passionate about, write and deliver a speech on the topic.

Skills Developed

- Paragraphing
- Essay writing
- Story analysis
- Creative writing: short stories
- Reading: non-fiction texts
- Reading: fiction texts
- Collaborative skills
- Speaking skills
- Performance skills

Assessment

Quarter 1: Building blocks of English

- A series of summaries
- Vocabulary quizzes
- 5-paragraph essay

Quarter 2: Overcoming Obstacles

- Presentation: present on the obstacles faced and overcome by a celebrity of choice
- Comprehension and vocabulary quizzes

Quarter 3: Creative Writing

- Write an original fractured fairy tale

Quarter 4: Speech

- Analyse a famous speech
- Write and deliver a speech

English (Levels 2 and 3)

Course Description

Language is essential for communicating, thinking, and learning. Furthermore, having a firm command of language is fundamental to critical thinking, which is a key skill in all IB Diploma courses. As such, students

in *English 2 and 3* develop an appreciation for, and enjoyment of, the power and beauty of the English language in daily use and in literature.

This is a language and literature course that prepares students for success in the IB Diploma as well as encourages students to pursue their creative interests. The study of language involves exploring how language is used in texts that students encounter on a daily basis. Students need to think critically about the stylistic and structural devices that the creators of texts use as well as the purpose, audience, and bias in texts such as social media and news articles.

The study of literature involves texts that communicate complex human ideas through written art forms such as poetry and novels. Moreover, students develop their own creative skills by learning how to use structure and stylistic devices in their own creative works.

This *English* course focuses on four units:

- I. Creative writing: The creative process behind poetry and protest
- II. Drama study: The principles of storytelling in Shakespeare's plays.
- III. New media: Campaigns and persuasion
- IV. Novel study: Writers express their views on societal and political issues.

The course begins with a creative writing unit on poetry that presents creativity as a process rather than inspiration. Students learn how to use a variety of thinking tools, poetic devices and poetry forms to express their ideas. Through the act of creation, students become more aware of the choices poets need to make when crafting their poems. This leads to skills-based work on poetry analysis and writing literary essays, which are key skills for Diploma level studies in English.

Students have a chance to study the principles of storytelling as they apply to drama texts through a study of Shakespeare's plays *Romeo and Juliet*, and *A Midsummer Night's Dream*. Concepts such as dramatic irony, archetypal characters, and genre conventions are examined by deep-diving into selected scenes. Performance skills are taught in conjunction with scene analysis as a way for students to understand the plays as an actor or director might.

The English course at UWC ISAK Japan recognizes the ever changing nature of language and forms of communication in a unit on social media and persuasive language. In this part of the course, students will have the opportunity to create a social media campaign on a global issue they care about. They will create multi-modal social media texts such as Facebook and Twitter posts as well as persuasive speeches. The students will explore how organizations make use social media to persuade viewers to think, feel, or take action in certain ways.

The course concludes with a novel study and creative writing unit exploring how writers express their views on important societal issues through the novel form. Students draw on the concepts learned from the previous units, such as the principles of story and the creative process, to craft their own short stories that deal with societal or political issues of concern to each student. At the same time, the class studies George Orwell's *Animal Farm*, Craig Silvey's *Jasper Jones*, and Keiji Nakazawa's *Barefoot Gen*. Themes of power and language, revolutions and repression, and conflict and order are examined and connections made to current world events and students' lives.

Course Outline

Quarter 1: The creative process behind poetry and protest

Students study poetic forms and techniques and write their own poems. They apply thinking tools to help develop originality in their poems. They write several poems and make a portfolio of their poetry, then analyse one of their poems. Students then look at a range of protest poetry and write a 5-paragraph essay analysing a literary poem.

Quarter 2: Drama study: The principles of storytelling in Shakespeare's plays.

Students explore how the principles of storytelling are applied in Shakespeare's *Romeo & Juliet* and *A Midsummer Night's Dream*. Students understand characterization and language devices common to Shakespeare's works. Students learn how the forces of antagonism, such as the protagonist, the antagonist, setting, and secrets, combine to cause the tragedy, or comedy, of the two plays. In addition, students practice research skills as they look into the time period Shakespeare wrote in.

Quarter 3: New media: Campaigns and persuasion

Students analyse various social media texts such as Facebook, Twitter, and blogs. Students examine how organizations make use of persuasive language devices to influence viewers. Students learn how to identify bias. Students understand how an individual can have a voice and connect with an audience by creating a social media campaign of at least three texts, one of which needs to be a speech.

Quarter 4: Novel study: Writers express their views on societal and political issues.

Students read *Animal Farm* by George Orwell, *Barefoot Gen* by Keiji Nakazawa, and *Jasper Jones* by Craig Silvey. Students understand how authors address social and political issues in their works of fiction. Story principles such as structure, archetypal characters, and irony are analysed and students apply those principles in their own works of fiction. Connections are made between the novels, students' own experiences, and the wider world.

Skills Developed

- Poetry analysis
- Story analysis
- Paragraphing
- Essay writing
- Creative writing: poetry
- Creative writing: short stories
- Reading: non-fiction texts
- Reading: fiction texts
- Collaborative skills
- Speaking skills
- Performance skills

Assessment

Quarter 1: The creative process behind poetry and protest

- Creative piece: poetry portfolio.
- Rationale of one poem from the portfolio.
- Analysis essay of one protest poem.

Quarter 2: Drama study: The principles of storytelling in Shakespeare's plays.

- Performance: present one scene from *Romeo and Juliet* or *A Midsummer Night's Dream*.
- Literary essay.

Quarter 3: New media: Campaigns and persuasion

- Persuasive speech.
- Social media campaign.

Quarter 4: Novel study: Writers express their views on societal and political issues.

- Literary essay.
- Creative piece: short story

End of year exam

- Essay based on one unit of study from the year.
-

Japanese (Level 1)

Course Description

The purpose of this course is to help each student attain a beginning level of Japanese proficiency in the five skills of listening, speaking, reading, writing and typing by presenting language in the context of the contemporary Japanese-speaking world and its culture. The Primary emphasis in classroom is to communicate in Japanese. Students will also be expected to master *hiragana*, *katakana*, and some *kanji* characters by the end of the course. Written exercises and reading usually will be assigned as in-class work and quizzed in class. As a summative assessment at the end of each semester, students will be assigned a project which they will demonstrate their communication skills (presentational, interpretive, and interpersonal) and their reading and writing skills. It is an additional language-learning course and students with appropriate academic challenge will develop their intercultural understanding through project based learning.

Leadership/Mindfulness practice and Japanese language acquisition

What does it mean to be a positive change maker as a language learner? How can we make positive changes while learning Japanese language and culture? At UWC ISAK Japan, students will consistently be asked to practice their leadership while learning Japanese language and culture. Students will also be encouraged to observe and identify Mindfulness in Japanese culture and bring them into their life.

Course Outline

In order to build solid foundation in Japanese literacy, with an emphasis on “Conceptual Understanding”, students will acquire the following grammar expressions;

Introducing yourself, Asking people their names and what they do, Asking/telling people times, phone numbers, etc., Asking and answering how much things cost, Going shopping, Ordering food in a restaurant, Talking about daily activities and customs, Extending invitations, Accepting and refusing invitations, Asking and describing where things are, Talking about things that happened in the past, Talking about habitual actions in the past, Talking about travel, Making offers and invitations, Talking about likes and dislikes, Requests, Asking for and giving permission, Talking about rules and regulations, Offering to help, Giving reasons for doing/not doing something

Numbers / Time / Particles / Question sentences / Verbs (present and past tense) / Word order/ Frequency adverbs / Adjectives / Te form of verbs

Skills Developed

- Students can communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.
- Students can use language appropriate to a range of interpersonal and/or cultural contexts.
- Students can understand and use language to express and respond to a range of ideas with accuracy and fluency.
- Students can organize ideas on a range of topics, in a clear, coherent and convincing manner.
- Students can understand, analyze, and respond to a range of written and spoken texts.

Assessment

Check for understanding as formative assessment:

Reflections, Quizzes, Summarizing the grammar materials, Making visual presentations, Graphic recording, Peer instruction, Peer/Self Assessments, “Separate what you do and don’t understand”, observations, discussions, questioning, and more!

Authentic assessment (the yearlong project) as summative assessment:

First semester – Introducing your life to your future/possible host family and friends

Second semester – Homestay (arranged by and prepared for by the students)

The goals of this project are:

- To enable students to make friends beyond our school community
- To help students learn more about authentic Japanese culture
- To explore their life in Japan with the Japanese language skills they gain the year
- To enable students to travel alone in Japan
- To help students develop organization/planning skills
- To help students practice/develop their leadership and mindfulness skills

Japanese (Level 3)

Course Description

(国語総合)

UWC ISAKは、文部科学省認定の学校教育法で規定されている「一条校※」であるため、規定の指導要項に従い、高校国語総合の内容(現代文・古典)を学習する。対象は中学国語修了程度の学力を有する生徒。

※ 一条校＝学校教育法第一条に基づく学校。一般的には日本の小・中・高等学校を指す。インターナショナルスクールを含む「各種学校」と対比で用いられることもある。

コース概要

相互理解を促進するためには、相手の考えを理解し、自分の考えを的確に伝えることが大切である。しかし、それだけでなく、自分の考えを相手に理解させて、相手を動かす positive change maker になるために、語彙力・文章読解力・表現力・論述力などの言語技術の基本を習得し、磨きをかける。

目標

- 論理的な分析に基づいた高度な論述力や口頭発表力を培うため、文章の詳細な読み取りと分析ができる力をつける。
- 「理解しやすい文章を書く」スキルを身につける。
- 根拠を明確にして論を組み立てる力、作品を論理的に批評する力をつける。
- 自分たちの分析を発表し、それについてのディスカッション、ディベートを実施。
- 多様な文化と、様々な時代を代表する文学に触れ、自国の文化や他国の文化が持つ多様な側面を探求し、分析する。そのために、批判的、創造的、独自の取組みをする。
- 文学作品・説明的文章・古文の分野に渡るテキストの他、メディア教材を使用。
- 学んだスキルと知識を実生活の様々な状況で応用する。
- Grade11以降のIB Japanese Aで必要とされる力をつけ、スタイルに慣れる。

評価

下記内容を総合的に考慮して評価を行う。

- 漢字（小テスト）
- 課題（エッセイ、論述、作品）
- パフォーマンス（スピーチ、ディベート、朗読など）

(a. 関心・意欲・態度 b. 話す・聞く能力 c. 書く能力 d. 知識・理解)

A 内容 / B 構成 / C 表現（スタイルと言語の用法）

A. 内容

- 口頭、文字、及び視覚的テキストの言葉遣い、内容、構成、意味、意義を理解し、分析する
- 専門用語を文脈の中で理解し、応用する
- 著者の選択が読み手に与える影響を分析する
- 文脈と意図を備えた、文学的及び非文学的特徴を用いたテキストを作る
- 様々なジャンルの中で、幾つかの作品を比較対照し、その主題の関連性を読み取る
- 文学/非文学的テキストについて、よく調べた上で独自の見解を述べる

B. 構成

- 多様なテキストの様式で、構成と言語固有の慣例を用いた作品を作る
- 考えと主張を、持続的で一貫性と論理性のある方法で構成して作品を作る
- 批判的で適切な言語的手法を用いる

C. 表現

- 叙述、記述、分析、説明、議論、説得、通知、娯楽、感情表現のために言語を正確に用いる
- 適切で多様な言語使用域、語彙、イディオムを用いる
- 文法と統語構造を正しく用いる
- 多様な文型を適切に用いる
- 文字（漢字言語）を正しく用いる

Syllabus シラバス

S1 (Aug-Dec) ガイダンス/ 作文/ 随筆/ 要約/ 評論/ 小論文/ 古文/ スピーチ

S2 (Jan-Mar) 評論/ 和歌/ 小説/ 詩・短歌・俳句/ プレゼンテーション

S3 (Apr-Jun) 調査・記録・発表/ 小論文/ ディベート

Humanities

Grade 10 Humanities - Facing a Challenging World

Course Description

The Humanities 10 course analyzes Global Issues in an interconnected world. Drawing upon several disciplines--History Geography, Economics and Politics--students are asked to investigate real world issues through the lens of the United World College ethos while meeting the requirements of MEXT (the Japanese Ministry of Education). Here at UWC ISAK Japan, our G10 Humanities programme addresses questions of sustainability through each social discipline by explicitly focusing on international topics and their implications on regional and local communities within Asia. In addition to knowledge of real world issues, students will be equipped with the necessary skills to ensure adequate preparation for Individual and Societies (Group 3) within the IB. Such skills include document analysis, essay writing, critical thinking, communication, and investigation. Students will be encouraged to take ownership of their learning, while becoming reflective, balanced critical thinkers.

Concepts by Discipline:

Geography	History	Economics	Global Politics
Sustainability	Modernity	Development	Citizenship
Innovation	Global Interaction	Social Justice	Democracy

Course Outline

Geography

Sustainability

Innovation

This portion of the course focuses on the key question: How do we share space, time and resources with others? The course begins with an exploration of the topic of population dynamics. What are the implications of population growth? What factors influence growth, decline, and maintenance of populations? Students will explore why some societies have ageing populations while others seek to control population growth. Immigration, emigration and displacement are also explored using current and historical case studies. Another section of the Sustainability unit focuses on the impact of Global Climate Change. Students are presented with the scientific evidence, political perspectives, and social media response and are challenged to consider possible options. What actions should be taken?

History

Modernity

Global Interaction

Modernity and global interaction are the key themes of the History unit. Students explore Japan from the Tokugawa Shogunate to the postwar period, considering the transition of Japan from isolation to formidable regional military power. Aspects of the traditional culture and society will be explored, as well as the

implications of the forced opening of Japan by the United States. Modernization, industrialization, constitutionalism and the extension of the vote and citizen's rights will be juxtaposed with discussion of the rise in militarism and imperial aims in the first half of the twentieth century. How and why has Japan evolved into a global power?

Economics

Development

Social Justice

This unit focuses on the discrepancy of wealth between the global north and south. It evaluates the significance and implications of European colonialism and its contribution to the current economic divide. It analyses the United Nations Development Goals by exploring case studies within specific regions within the global south, which students will evaluate their progress. Most importantly, students will weigh personal responsibility and action within an unequal world.

Global Politics

Democracy

Citizenship

The Global Politics unit addresses the concept of Democracy by investigating its history and development over time and space. It addresses individual rights and responsibilities needed to ensure a healthy and sustainable democracy. It evaluates present challenges to democracy, such as inequality, education, injustice and social challenges from media outlets. Finally, the unit asks to students to analyse the claim *'that democracy is an outdated concept in the 21st century.'*

Skills Developed

- Capacity to develop rigorous and cogent arguments
 - Ability to make reasoned judgments
 - Understanding the purposes, values and limitations of a range of sources of information
 - critical thinking
 - Emotional intelligence
 - Analysis, synthesis and interpretation of information
 - Construction of substantiated analyses about the past
 - Research and selection of materials
 - Communication and writing
 - organisation and self-management
 - Storytelling
 - Collaboration
-

The Sciences

G10 Science

Course Description

There is an old Swedish proverb: Being young is a fault that diminishes daily. Here at UWC ISAK Japan our science programme explores energy and matter but also living things and technology: it is a comprehensive course chock-full of research and discovery; scientific innovation and its impact on human lives; light and polymers; photosynthesis and geology. Through our Grade 10 Science course, students learn to value the process of obtaining and evaluating knowledge over the facts themselves. The course is not designed nor intended to be a pre-IB year.

Our Science programme explores 7 topics aligned with the Japanese MEXT curriculum: the nature of science, characteristics of life, properties of matter, photosynthesis & cellular respiration, light, polymers, and our changing environment. In line with our college mission, the programme also emphasises cross-cutting concepts of awareness, connecting, action-taking, self-discipline, and creativity.

Course Outline

Semester 1 -

The principles of science and characteristics of scientific knowledge.

The basic unit of life and how organisms are classified.

The structure of atoms and how the elements are organized.

The source of energy on Earth and how that light energy is converted into chemical energy by photosynthetic organisms.

The source of organic compounds and how they are used by heterotrophs to produce energy.

Semester 2 -

The properties and uses of electromagnetic waves, namely visible light.

The relationship between light and plant growth, animal behaviour, and human sight.

The properties and functions of various clothing material and nutrients in food.

How science innovation and development have improved human lives.

The geology of Japan.

Skills Developed

- Observing the natural world
- Recognition of environmental issues
- Appreciation of technological innovations
- Working together on projects
- Teaching others
- Asking questions
- Discussing topics
- Choosing areas of research

- Presenting information
- Researching information
- Meeting deadlines

Assessment

Students in Grade 10 Science receive feedback on formative and summative assessments throughout their units of study. Graded unit tests, presentations, projects, and an end of year exam are major assessment pieces. As many students are transitioning to an English academic environment as well as one that emphasizes higher-order cognitive skills, reported grades reflect a best-fit of the student's achievement at that time.

Information Science

Course Description

Information Science course aims to provide a comprehensive understanding on the role and effect of Information Technology (IT) on the society. Students learn the scientific way of thinking that helps to find and solve issues regarding Information Technology and build the ability and attitude to further develop the information society. This course provides a framework for the student to make informed judgments and decisions about the use of technology within social contexts. It encourages students to use their knowledge of IT systems and technical skills to justify IT solutions for the identified problems.

In our school, this course is delivered mostly through practical hands on activities as it is a skill-based course. It comprises three main phases - 1) Awareness and application of existing tools & technologies 2) Acquisition of basic computational thinking and problem-solving skills 3) Creating computational solutions by applying logical thinking skills.

Here at UWC ISAK, the Information Science course goes hand in hand with our core leadership courses: Mindful Self Discipline (Leading self) and Design Innovation (Leading with Others). Leadership is practiced throughout the Information Science course.

Course Outline

Awareness and application of existing tools & technologies

- Understanding the use of a wide variety of softwares and Apps to solve problems
- Applications to specified scenarios.
- Awareness of the ways Information Technology can help in home, learning and work environments
- Evaluating their social and ethical significance.

Acquisition of basic computational thinking and problem-solving skills .

- Learn how to think algorithmically and solve programming problems efficiently.
- A lot of practical activities to acquire the logical thinking skills.
- Coding Apps and Games with the help of interactive visual programming tools.

Creating computational solutions by applying logical thinking skills.

- Students are provided a wide variety of platforms, which they can use to create a technology solution to solve a problem by applying problem-solving skills.
- Creating Mobile Apps.

Knowledge of IT including new and emerging technologies: Research based activity.

Database

- Understanding the concept of relational database - tables and keys.
- Creating database for a specific application.
- Create SQL Queries.

Website Development

Skills Developed

- Technical / IT skills
- Computational Thinking/Logical Thinking skills
- Problem-solving skills
- Coding skills
- Analysis skills
- Research skills
- Critical thinking
- Collaborative skills
- Leadership skills
- Communication skills

Assessment

Assessments in Information Science are practical and skill-based. The projects/products, the students work on, will be the major assessment components.

- Presentations
- Projects
- Research Activity

Mathematics

G10 Mathematics

Course Description

“Mathematics as an expression of the human mind reflects the active will, the contemplative reason, and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generality and individuality.” - Richard Courant

Our G10 Mathematics has two main goals: to fulfill the requirements of the Japanese MEXT curriculum and to prepare students for the core syllabus of IB Mathematics as they enter G11.

The programme is organised around five major units, each with a number of distinct topics. However, the goal of the overall syllabus is to allow the students to see the many connections between these topics, and how each can relate to applications in other fields of knowledge.

The course begins with a full exploration of all the different sets of numbers, from natural (counting numbers) to irrationals, and the ways of expressing or approximating them. After a brief review of coordinate geometry, inequalities are studied in depth, including inequalities involving absolute value (modulus). Linear programming completes this topic with real-world applications of finding solutions to systems of inequalities. Unit 1 concludes with a brief study of the structure of mathematical statements and proofs, exploring how to express truths as formal conditional statements and avoid false logical conclusions.

In the second unit, quadratic functions and their graphs (parabolas) are studied in depth, including the various ways of solving quadratic equations. Students are introduced to optimisation, whereby they must find the optimal value of one variable to maximize or minimize another under a set of constraints. The unit concludes with quadratic inequalities, linking back to the first unit.

The third unit is a study of geometric shapes and measures, and trigonometry. The concept of similar figures is used to introduce the key idea of proportions and trigonometric ratios in right triangles. Moving on, the sine and cosine rules are developed to extend the range of problems with solutions based on trigonometric equations. The unit circle and the concept of directed angles (rotations), which create the key link between triangles and circular functions. Measuring angles using radians is also introduced. Finally, the basic periodic graphs of sine and cosine are studied, and their applications, such as with pendulums, electricity and sunlight.

The fourth unit focuses on data analysis and statistics. Various methods of presenting univariate data visually, such as boxplots and stemplots, are studied, as well as different summary statistics to measure the centre and spread of a data set. Bivariate data, the study of the relationship between two variables is studied with scatter plots and regression analysis.

Finally, the fifth unit is a general study of functions, including the concepts of domain, range and one-to-one functions. Composite and inverse functions are studied in detail, and the latter leads to the introduction of exponential and logarithmic functions. Growth and decay are modelled with these functions, and are used to predict future values for variables.

Course Outline

Unit 1: Understanding the Number System & Manipulating Equations

Basic Review

- Sets, including Union and Intersection
- Number systems
- Irrationals & Surds, operations with surds.
- Rounding
- Exponents (Indices), rational indices (roots)
- Standard Notation
- Basic expanding and factoring
- Rearrangement of simple formulae. (change of subject)
- Addition and subtraction of simple algebraic fractions.

Linear Equations and Their Graphs

Gradients (slopes) and y-intercepts, the form $y = mx + c$,
Parallel and perpendicular lines, including understanding of gradients (slopes).
Mid-point of a line segment and distance between two points in the plane.
Solution of simultaneous linear equations in two variables.

Inequalities

The properties of order relations: $<$, \leq , $>$, \geq .
Set notation on a Number Line
Linear inequalities in one variable including compound inequalities
Linear programming

Absolute Value

Equations & inequalities, one variable.
Linear Inequalities, including absolute value, in the Cartesian plane

Logic

Necessary and Sufficient Conditions
Inverse, Converse and Contrapositive of a proposition

Unit 2: Quadratic Functions

Quadratic Equations

Solving quadratic equations by factoring and completing the square
The quadratic formula

Parabolas

Graphs of vertex and standard forms of quadratic functions
Max/Min, symmetry of quadratic functions; applications of max/min.
Finding equations from graphs.
Optimisation
Quadratic Inequalities, use of sign charts.

Unit 3: Geometric Shapes & Measurements

Triangles

Similar Triangles, Ratio and Proportion.

Geometry of the circle, Plane Figures

The circle, centre, radius, area and circumference.
Arc, sector, chord, tangent and segment.
Perimeter and area of plane figures.

Trigonometry

Right triangle trigonometry: the sine, cosine and tan ratios, solving triangles.
Applications: angle of elevation and depression.
Trigonometry of 3D shapes.
Directed angles in the coordinate plane and the unit circle.
Coterminal and reference angles, angles in all quadrants.
Area of a Triangle ($\frac{1}{2} ab \sin C$)
Sine and Cosine Rules
Radian Measure
Graphs of Sine and Cosine, amplitude and period

Unit 4: Data Analysis (Statistics)

Univariate Data

Discrete vs continuous
Bar graphs, dot plots, stemplots
Grouped Data & Histograms
Measures of Center: Mean Mode Median (incl. frequency tables)
Measures of Spread: Range, Interquartile range
Box plots

Standard deviation (manually)

Bivariate Data

Scatter plots and correlation

Mean Point, Line of Best Fit

Regression line with GDC

Unit 5: Functions

Function notation & functions as a mapping of elements

Even & Odd Functions

Domain and Range

Composite Functions

Inverse functions

Exponential Functions

Logarithmic Functions

Growth and Decay

Skills Developed

- Manipulation of any form of polynomial expression, equation or inequality in order to simplify or solve.
- Visual (graphical) analysis of polynomial functions and their features.
- Applications of equations and inequalities; identifying the math required to solve a problem described verbally.
- Reasoning; understanding valid and invalid arguments
- Seeing angles as directed (rotations), understanding trigonometric ratios as components of circular functions.
- Ability to solve any triangle that is determined.
- Defining angles in radian measure.
- Understanding sinusoidal graphs, what they represent and how they can be applied to explore the physical world.
- Understanding the various ways of representing data sets visually
- Understand the various ways of summarizing data sets with various measures of centre and spread, and the advantages and disadvantages of each.
- The ability to explore the relationship between variables with scatter plots and regression analysis
- Understanding the distinct families of functions, and seeing commonalities in all of them through the language of transformations
- Understand exponential and logarithmic functions and how they apply to the natural world to growth and decay.
- Understand inverse functions as reverse mappings of sets of numbers.

The Arts

Visual Arts

Course Description

The Grade 10 visual arts course encourages students to challenge their own creative and cultural expectations and boundaries by exploring a range of art from different cultures and times. Students investigate the links between Japanese art and Western art, exploring their similarities and differences and developing analytical skills. Students are introduced to a range of media and techniques, and skills are developed in these. The course is designed for students who want to go on to study visual arts in the IB Diploma Programme, but seeks to enrich all students through the development of understanding and appreciation of visual arts.

Course Outline

Grade 10 1

Painting How have the arts of Japan and the West influenced each other?

Acrylic painting – colour, brush-marks.

Analysis of a work by Cezanne (annotation, cultural significance, formal qualities)

Creation of a painting after Cezanne.

Grade 10 1

Maps What are some of the approaches and methods used by contemporary artists?

Collage, photoshop Creation of a self-portrait using the theme of maps.

Presentation of the art-work and the intentions behind the choices of media and technique.

Grade 10 1

Comparative Study.

What are the similarities and differences between Japanese art and Western art?

Analysis Art terminology.

10 screen study of two art works one from Japan and one from Western art (cultural context, formal qualities, intentions).

Grade 10 2

Wood carving What is art and what is craft?

Drawing, design, relief wood carving.

Skills Developed

- Acrylic painting – colour, brush-marks
- Collage, photoshop
- Analysis
- Art terminology
- Drawing, design, relief wood carving
- Photographic skills – composition, viewpoint, framing, colour, tone, photoshop editing
- Observational drawing
- Design

- Woodblock carving
- Relief Printing

Assessment

- Analysis of a work by Cezanne (annotation, cultural significance, formal qualities)
- Creation of a painting after Cezanne
- Creation of a self-portrait using the theme of maps
- Presentation of the art-work and the intentions behind the choices of media and technique
- 10 screen study of two art works one from Japan and one from Western art (cultural context, formal qualities, intentions)
- Creation of a wooden relief panel
- Documentation of the process of design and making
- 14 photographs each exploring one technique/skill
- Expressive drawing
- Relief print

Positive Change Project

What is the Positive Change Project?

The Positive Change Project is an interdisciplinary research project undertaken by all G10 UWC ISAK Japan students.

Students work in collaborative groups of four, to produce a report, presentation and an individual reflection on a mission aligned topic of both personal and global significance.

When do students work on the Positive Change Project?

The Positive Change Project is launch after spring break and runs until the end of the school year. G10 students will work on the Positive Change Project during the regularly scheduled times Humanities and during other times parallel to student's regular schedule.

What is the purpose of the Positive Change Project?

The Positive Change Project will encourage students to identify issues and needs in a personal, local and global context, and propose ethical action to treat those issues and needs.

The Positive Change Project is designed to have a significant impact on the learning of students at the G10 level and to prepare them for the skills and qualities required to succeed in G11 and G12

The Positive Change Project will enable students to channel their learning from Grade 10 into a holistic, interdisciplinary project.

Through the development of both collaborative and independent research, project planning, extended analytical writing, editing and presentation skills, the project will help prepare students for the academic demands of Grades 11 and 12.

The Positive Change Project will also provide an opportunity to hone approaches to learning such as time management, communication and collaboration.

Mission Aligned Themes

In groups of four students select one of the following Mission Aligned Themes to based their project upon.

The bullet points underneath the Mission Aligned Themes are suggestions and not a definitive list.

Sustainability, Environment and Stewardship

- Development
- Resource scarcity
- Agriculture
- Food
- Health

Peacemaking and Conflict Resolution

- Human rights
- Refugees
- Diplomacy
- Post-conflict societies

Innovation, Technology and Design

- Entrepreneurialism
- Communications
- Engineering
- Architecture
- Infrastructure
- Robots

Diversity, Inclusion and Integration

- Mental health
- Poverty
- Identity
- Inequality
- Traditions and customs

The Arts and Society

- Aesthetic and form
- Criticism
- Funding
- Censorship

Examples of potential research questions

Groups will devise a research question that enables them to focus on one specific aspect of their selected Mission Aligned Theme.

The following are examples of potential questions.

Theme: Diversity, Inclusion and Integration

Question: Should healthcare be universal and free?

Theme: Sustainability, Environment and Stewardship

Question: How can we become a plastic free society?

Theme: Peacemaking and Conflict Resolution

Question: Is the UN fit for purpose?

Theme: Innovation, Technology and Design

Question: Should coding be a compulsory subject in schools?

Theme: Art and Society

Question: What should a museum look like for the 21st century?

How do groups treat their research question?

Groups are to utilise a 'mandala approach'. The mandala is a spiritual symbol in Hinduism and Buddhism that represents the metaphysical cosmos. It is a support system for meditation assisting in one's contemplation of both the inner and outer world or universe.

In this context, groups will consider their question from a personal perspective, which may refer to their cultural backgrounds, school community or host nation, and from a global or international perspective.

Moreover, the Positive Change Project is interdisciplinary in nature. Consequently, all Positive Change Projects must take into account methodologies, perspectives, skills and content from the arts and humanities and the sciences.

Assessment

Assessment for the Positive Change Project has three distinct parts that look to award attainment based on the followed principles:

- Research
- Communication
- Critical Thinking
- Creativity
- Collaboration

The Positive Change Project is awarded a total of 50 marks.

Assessment element	Marks available	Collaborative or Individual
Critical Report	25	Collaborative
Presentation	15	Collaborative
Reflection	10	Individual

Marks awarded	UWC ISAK Japan attainment level
42-50	7
36-41	6
30-35	5
24-29	4
19-23	3
13-18	2
1-12	1

The Critical Report - 25 marks

The Critical Report is a written report, with citations, not exceeding two thousand words in length that the groups produce collaboratively.

It is divided into three sections

1. Identification of a problem - Suggested word limit 600 words
2. Analysis of previous attempted solutions - Suggested word limit 1200 words
3. Recommendations for change and an analysis of the recommendations - Suggested word limit 1200 words

The Critical Report can, with supervisor approval, take an alternative form. An analytical prose based report will still be required but the Critical Report can also employ the following formats:

1. Podcast
2. Documentary film
3. Television show

The Critical Report can, with supervisor approval, involve creating a product or scheme for systemic change in a real and tangible sense. Projects that take this route will have to conduct market research and submit their proposals to relevant companies, boards or institutions for professional feedback.

The Presentation - 15 marks

The Presentation is a ten minute synthesis of the Critical Report, written and presented by all members of the group.

Individual Reflection - 10 marks

Each member of the group produces an 800 word individual critical and process reflection on the research and writing of the report.

To aid in the Individual Reflection, students maintain a Process Journal throughout the project. Supervisors will also utilise a Learning Habit rubric to review, advice and feedback on students progress throughout the collaborative process.

Timeline

Specific deadlines will be set each year according to the demands of the calendar. The follow is a suggested template.

Dates	Work
20 March - 23 March	Introduction of the Positive Change Project, collaborative groups established
23 March - 7 April	Research questions drafted
8 - 29 April	Research and planning phase
30 April - 5 May	Detailed outlined submitted and reviewed
6 May - 20 May	Critical Report written and submitted
21 May - 1 June	Presentation written and rehearsed
2 June - 3 June	Presentation Days
4 June - 10 June	Reflection written and submitted
11 June - 13 June	Feedback

Who supervises the Positive Change Project?

Teachers of participating G10 classes/subjects (Humanities) will be allocated groups and will be responsible for grading the Critical Report. Other G10 teachers are also encouraged to volunteer to supervise groups and students are encouraged to work closely with their current G10 teachers.

Based on the premise of five participating teachers, each teacher will most likely supervise two Positive Change Projects.

Faculty who are interested may volunteer to supervise projects regardless of teaching assignments.

Who assesses the Positive Change Project?

The Critical Report - graded by supervisor (using a process of moderation with other participating teachers)

The Presentation - graded by G10 peers (with final moderation by participating teachers)

Individual Reflection - graded by supervisor.

How is the grade reported?

The final grade for the Positive Change Project will be incorporated into the attainment level for G10 Humanities and the title of the PCP will be stated on each student's transcript.

Assessment Rubrics

Below are the assessment rubrics for the three constituent parts of the Positive Change Project, specifically the Critical Report, the Presentation and the Reflection

Critical Report Rubric

Marks	Analysis	Content	Structure	Ideas
22-25 Original Sophisticated Lucid Nuanced Compelling Accurate Precise Revealing Fascinating Masterful Bold	Our Critical Report provides a <i>sophisticated synthesis</i> of existing ideas and content on the topic in question. We have <i>thoroughly evaluated</i> the merits of current thinking and interpretations . we have <i>integrated</i> our sources' values and limitations into our argument and may have made <i>insightful comparisons/contrasts</i> . We have provided <i>excellent context</i> . We have devised a <i>nuanced and precise thesis</i> that puts forward a <i>compelling and original</i> answer to the question and supports it with <i>superb critical commentary</i> .	Our Critical Report supports our thesis with <i>thorough and objective research taken from both the arts and humanities and the sciences</i> . <i>Throughout the essay</i> we have provided <i>accurate quantitative and qualitative evidence</i> obtained from a diverse <i>range of primary and secondary sources</i> . we have made <i>insightful editorial choices</i> of what to include and what to leave out.	Our Critical Report has categorised, organised and prioritised the content into <i>instructive themes or factors</i> . We have <i>precisely</i> expressed the relationship between the themes . We have <i>maturely integrated subject specific vocabulary</i> . Where appropriate, we have <i>expertly</i> provided citations and bibliography .	Our Critical Report understands the <i>full implications of the question</i> and may challenge assumptions and misconceptions. We have made <i>engaging connections</i> between topics. We have made <i>revealing analogies</i> and posed <i>fascinating rhetorical questions</i> . We have made recommendations that are original and viable .
19-21 Thorough Exact	Our Critical Report provides a <i>thorough synthesis</i> of existing ideas and/or content on	Our Critical Report supports our thesis with <i>thorough and objective research taken from both</i>	Our Critical Report has categorised, organised and prioritised the content into	Our Critical Report understands the <i>major implications of the question</i> and may

<p>Engaging Accurate Thoughtful Indepth Insightful Strong Ambitious Persuasive</p>	<p>the topic in question. We have <i>evaluated</i> the merits of current thinking and interpretations. We have <i>integrated</i> our sources' values and limitations into our argument and may have made <i>strong comparisons/contrasts</i>. We have provided <i>excellent context</i>. We have devised an <i>exact thesis</i> that puts forward an <i>engaging</i> answer to the question and support it with <i>persuasive critical commentary</i>.</p>	<p>the arts and humanities and the sciences. <i>Throughout the essay</i> We have provided <i>accurate quantitative and qualitative evidence</i> obtained from a <i>range of sources</i>. We have made <i>insightful editorial choices</i> of what to include and what to leave out.</p>	<p><i>representative themes or factors</i>. We have expressed the relationship between the themes. We have <i>integrated subject specific vocabulary</i>. Where appropriate, We have <i>expertly</i> provided citations and bibliography.</p>	<p>challenge it. We have made <i>thoughtful connections</i> between topics. We have made <i>interesting analogies</i> and posed <i>useful rhetorical questions</i>. We have made recommendations that are original and to some extent viable.</p>
<p>15-18 Generalised Relevant Detailed Appropriate Interesting Direct Effective</p>	<p>Our Critical Report provides a <i>good synthesis</i> of existing ideas and/or content on the topic in question. We have <i>described</i> the current thinking and/or interpretations. We have <i>integrated</i> our sources' values and limitations into our argument and may have made comparisons/contrasts. We have provided <i>appropriate context</i>. We have devised a <i>relevant thesis</i> that puts forward an <i>effective</i> answer to the question and support it with critical commentary.</p>	<p>Our Critical Report supports our thesis with <i>some detailed research</i>. <i>Throughout the essay</i> We have mostly provided accurate evidence obtained from <i>appropriate secondary sources from both the arts and humanities and the sciences</i>. We have made <i>editorial choices</i> of what to include and what to leave out. I may have drifted too close to a <i>general discussion or narrative</i>.</p>	<p>Our Critical Report has categorised, organised and prioritised the content into <i>relevant themes or factors</i>. We have <i>used subject specific vocabulary</i>. Where appropriate, We have provided consistent citations and bibliography.</p>	<p>Our Critical Report understands <i>most</i> of the implications of the questions. We have made <i>thoughtful connections</i> between topics. I may have made <i>appropriate analogies</i> and posed <i>interesting rhetorical questions</i>. We have made recommendations that are to some extent viable.</p>
<p>11-14 Satisfactory Inconsistent Narrative Descriptive Adequate Sufficient</p>	<p>Our Critical Report provides a <i>solid synthesis</i> of existing ideas and/or content on the topic in question. We have <i>partially described</i> the current thinking and/or interpretations but may have made small errors in the explanation. We have <i>indirectly mentioned</i> our sources' values and limitations and may have attempted comparisons/contrasts. We have provided <i>adequate context</i>. We have a thesis that puts forward an <i>appropriate</i></p>	<p>Our Critical Report supports our thesis with <i>some research</i>. We have provided <i>sufficient accurate evidence</i> obtained from generally appropriate secondary sources taken from both the arts and humanities and the sciences. I may have made <i>inconsistent editorial choices</i> of what to include and what to leave out.</p>	<p>Our Critical Report has categorised and organised the content into <i>relevant themes or factors</i>. We have tried to use subject specific vocabulary. Where appropriate, We have provided appropriate citations and bibliography (may be minor inconsistencies in formatting)</p>	<p>Our Critical Report understands <i>many</i> of the implications of the questions but We have taken a narrow approach. We have made recommendations.</p>

	answer to the question and supports it with some critical commentary .			
8-10 Rudimentary Limited Incomplete	Our Critical Report partially accurate synthesis of existing ideas and/or content on the topic in question. We have not <i>described</i> the current thinking and interpretations . We have <i>not mentioned</i> our sources' values and limitations nor made comparisons/contrasts . We have provided <i>some context</i> albeit <i>inconsistently</i> or with some <i>errors</i> . We have a thesis that does not put forward an <i>appropriate</i> answer to the question and support it with <i>rudimentary critical commentary</i> .	Critical Report suggests <i>limited research</i> and <i>incomplete evidence</i> . There may be historical factual errors .	Our Critical Report has <i>inconsistently categorised</i> the content into themes or factors or focuses entirely on a narrative account . Where appropriate, We have provided inconsistent citations and bibliography .	Our Critical Report does not understand the implications of the questions but has made an honest attempt to answer the question.

Presentation Rubric

Marks	Planning	Research	Analysis	Presentation
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<p>13-15</p> <p>Original Sophisticated Lucid Nuanced Compelling Accurate Precise Revealing Fascinating Masterful Bold</p>	<p>We have unpacked the demands of the question, expressing its <i>full implications</i>. We have outlined a <i>sophisticated scope of the investigation</i> recognising the major themes, events and players to both include and exclude. We have identified a <i>rigorous methodology</i> that takes into account an <i>comprehensive range of existing literature</i>. We allocated work equally, logically and effectively.</p>	<p>We have <i>primarily consulted significant texts</i> in the field of inquiry. We have compiled a <i>comprehensive and balanced bibliography</i> including a <i>wide range of primary and secondary sources</i>. We have creatively enhanced the research with a <i>dynamic range of materials not considered traditional</i> historical sources, such as visual art, fiction and poetry, film, architecture and philosophical writings.</p>	<p>We have produced an <i>original and balanced argument and thesis</i>, organised according to thematic factors, and acknowledging complexity where appropriate. We have <i>explored the interrelationships</i> between the factors. We have <i>evaluated multiple perspectives</i>, integrating them into the argument. We have supported our claims with <i>nuanced and precise</i> evidence. We have made <i>revealing connections, analogies and/or metaphors</i>.</p>	<p>We have presented <i>boldly</i> with an <i>original voice</i> consistently demonstrating compassion and understanding. We distributed speaking roles expertly. We presented with <i>only minimal aides de memoire</i>. We chose <i>compelling audio-visual accompaniments</i> that enhanced the audience's <i>mastery</i>. We employed a <i>sophisticated structure</i> and finished within the time limit. We engaged the audience and responded to questions with <i>some nuance, understanding, skill and confidence</i>.</p>
<p>11-12</p> <p>Thorough Exact Engaging Accurate Thoughtful Indepth Insightful Strong Ambitious Persuasive</p>	<p>We have unpacked the demands of the question, expressing <i>significant implications</i>. We have outlined a <i>well developed scope of the investigation</i> recognising the major themes, events and players to both include and exclude. We have identified a methodology that takes into account a <i>wide range of existing literature</i>. If appropriate, we allocated work equally and logically.</p>	<p>We have <i>identified and examined the significant texts</i> in the field of inquiry. We have compiled a <i>thorough and balanced bibliography</i> including a <i>wide range of primary and secondary sources</i>. We have enhanced the research with a <i>range of materials not considered traditional</i> historical sources, such as visual art, fiction and poetry, film, architecture and philosophical writings.</p>	<p>We have produced a <i>strong and balanced argument and thesis</i>, organised according to thematic factors. We have <i>addressed the interrelationships</i> between the factors. We have <i>discussed different perspectives</i>, integrating them into the argument. We have supported our claims with <i>persuasive</i> evidence. We have made <i>helpful connections, analogies and/or metaphors</i>.</p>	<p>We have presented with an <i>authoritative voice</i> demonstrating compassion and understanding. If appropriate, we distributed speaking roles with <i>balance and precision</i>. We presented with <i>only minimal aides de memoire</i>. We chose audio-visual accompaniments that enhanced the audience's <i>understanding</i>. We employed an <i>insightful structure</i> and finished within the time limit. We engaged the audience and responded to questions with <i>some understanding skill and confidence</i>.</p>
<p>9-10</p> <p>Generalised Relevant Detailed Appropriate Interesting Direct Effective</p>	<p>We have unpacked the demands of the question, generally expressing <i>relevant implications</i>. We have outlined a <i>detailed scope of the investigation</i> recognising the major themes, events and players to include. We have identified a methodology that takes</p>	<p>We have <i>acknowledged the significant texts</i> in the field of inquiry. We have compiled a <i>detailed and generally balanced bibliography</i> including an <i>effective range of primary and secondary sources</i>. We have enhanced the research with <i>some materials not considered traditional</i> historical</p>	<p>We have produced a <i>credible and generally balanced argument and thesis</i>, organised according to thematic factors. We have <i>introduced the interrelationships</i> between the factors. We have <i>discussed different perspectives</i>, but have <i>not integrated</i> them into</p>	<p>We have presented with clarity demonstrating some compassion and understanding. If appropriate, we distributed speaking roles effectively. We presented with <i>some aides de memoire</i>. We chose audio-visual accompaniments that <i>helped</i> to develop the</p>

	into account <i>a range of existing literature</i> . If appropriate, we allocated work equally .	sources, such as visual art, fiction and poetry, film, architecture and philosophical writings.	the argument. We have supported our claims with <i>relevant</i> evidence. We have made <i>some connections, analogies and/or metaphors</i> .	audience's understanding. We employed an <i>appropriate structure</i> and finished <i>more or less</i> within the time limit . We generally engaged the audience and responded to most questions with <i>effectively</i> .
7-8 Narrative Descriptive Adequate Sufficient	We have unpacked the demands of the question , <i>expressing some implications</i> . We have outlined an <i>adequate scope of the investigation</i> largely recognising the major themes, events and players to include. We have identified a methodology that takes into account <i>some existing literature</i> . If appropriate, we allocated work .	We may have <i>acknowledged some</i> of the significant texts in the field of inquiry. We have compiled a <i>sufficient bibliography</i> including <i>some primary and secondary sources</i> , though this may lack balance. We have enhanced the research with <i>an example of materials not considered traditional</i> historical sources, such as visual art, fiction and poetry, film, architecture and philosophical writings.	We have produced a <i>plausible argument and thesis</i> that <i>acknowledges thematic factors</i> <i>but may lack balance</i> . We developed a thesis . We have <i>attempted to introduce</i> the interrelationships between the factors. We may have <i>mentioned perspectives</i> , but have <i>not integrated</i> them into the argument. We have supported our claims with <i>adequate</i> evidence. We have attempted to make connections, analogies and/or metaphors with <i>limited success</i> .	We have presented <i>mostly</i> with clarity demonstrating some compassion and understanding. If appropriate, we distributed speaking roles but perhaps with <i>inconsistent results</i> . We <i>mostly presented with a script</i> . We chose audio-visual accompaniments that <i>occasionally developed</i> the audience's understanding but may have been <i>too sparse or too descriptive</i> . We employed a <i>largely narrative structure</i> and <i>struggled to meet</i> the time limit . We generally engaged the audience and responded to most questions with <i>adequately</i> .
5-7	The criteria for Satisfactory has not been met.	The criteria for Satisfactory has not been met.	The criteria for Satisfactory has not been met.	The criteria for Satisfactory has not been met.

Reflection Rubric

Marks	Process	Critical
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<p>9-10</p> <p>Original Sophisticated Lucid Nuanced Compelling Accurate Precise Revealing Fascinating Masterful Bold</p>	<p>My reflections on planning, decision-making and collaboration showed evidence of an outstanding appreciation for the processes of research, writing and presenting.</p> <p>I have articulated persuasively how my skills as a researcher have developed.</p>	<p>My reflections showed evidence of an outstanding appreciation for the major challenges facing those working in the field we researched. I have been able to expertly analyse the nature of those challenges and evaluate our responses to them.</p> <p>I have articulated persuasively how my intellectual capacity has developed throughout the project.</p>
<p>7-8</p> <p>Thorough Exact Engaging Accurate Thoughtful Indepth Insightful Strong Ambitious Persuasive</p>	<p>My reflections on planning, decision-making and collaboration showed evidence of a strong appreciation for the processes of research, writing and presenting.</p> <p>I have articulated persuasively how my skills as a researcher have developed.</p>	<p>My reflections showed evidence of a strong appreciation for the major challenges facing those working in the field we researched. I have been able to analyse the nature of those challenges and evaluate our responses to them.</p> <p>I have articulated persuasively how my intellectual capacity has developed throughout the project.</p>
<p>5-6</p> <p>Generalised Relevant Detailed Appropriate Interesting Direct Effective</p>	<p>My reflections on planning, decision-making and collaboration showed evidence of an appreciation for the processes of research, writing and presenting.</p> <p>I have articulated how my skills as a researcher have developed.</p>	<p>My reflections showed evidence of an appreciation for the major challenges facing those working in the field we researched. I have been able to partially analyse the nature of those challenges and evaluate our responses to them.</p> <p>I have articulated how my intellectual capacity has developed throughout the project.</p>
<p>3-4</p> <p>Narrative Descriptive Adequate Sufficient</p>	<p>My reflections on planning, decision-making and collaboration showed evidence of some appreciation for the processes of research, writing and presenting.</p> <p>I have partially articulated how my skills as a researcher have developed.</p>	<p>My reflections showed evidence of some appreciation for the major challenges facing those working in the field we researched. I have been able to partially analyse the nature of those challenges and evaluate our responses to them.</p> <p>I have partially articulated how my intellectual capacity has developed throughout the project.</p>
<p>1-2</p>	<p>My reflections on planning, decision-making and collaboration showed little evidence of any appreciation for the processes of research, writing and presenting.</p>	<p>My reflections showed little evidence of any appreciation for the major challenges facing those working in the field we researched. I have attempted some analysis of the nature of those challenges and evaluate our responses to them.</p>

	I have not articulated how my skills as a researcher have developed.	I have not articulated how my intellectual capacity has developed throughout the project.
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