



OBEROI
INTERNATIONAL SCHOOL
FREEDOM TO THINK. EMPOWER TO BE...

Oberoi International School - JVLR Semester Two Report

Prepared: May 31, 2022

Student Name: Raghav Mundhra

Grade: Grade 10

Homeroom Advisor: Friya Malesra

Dear Parents,

This second semester has been exciting and productive for our MYP students. Learning has continued in a variety of ways including online “Learning from Home” when school closed at the outset of the semester, moving into our hybrid model, and then to full physical school. A major benefit is that our students have developed increasingly agile, flexible approaches to learning that will stand them in good stead moving forwards.

This report is a summary of your child’s second-semester summative assessment, in line with the IB Middle Years Programme. Please be reminded that the MYP grade awarded is based on achievement using criterion-related summative assessments that are given throughout the reporting cycle. Once each of the four criterion levels (A, B, C, D) has been determined by the teacher from the student’s body of work, these are added together to produce a total criterion score for each subject. The highest total criterion score for each subject is 32 points (4 criteria multiplied by 8 maximum points for each criteria). In order to arrive at an MYP grade (1-7), the total criterion score for each subject is compared to MYP general grade descriptors, outlined on the next page.

In addition to this report, we encourage you to refer to Managebac to read the feedback/comments given by your child’s teachers across all the subjects, if you haven’t already done so. We hope you will take the time to sit down with your son or daughter and discuss this report with them. It is your interest in their progress which helps to set the tone for future learning. We thank you for your support and continued partnership.

We are very proud of all our students and their contributions beyond the classroom and particularly their resilience in the face of all they have overcome this past year.

Kind regards,

Attendance

% Present

98.96

Barbara Batchelor
MYP Coordinator

Chris Lynn
Head of Secondary

IB Learner Profile



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers (Courageous)	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, (spiritual) and emotional — to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

MYP Grade Descriptors

Final Grade Descriptor

7	28-32 : Produces generally high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. 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.
6	24-27 : Produces generally 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.
5	19-23 : Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
4	15-18 : Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
3	10-14 : Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical or creative thinking. Is often inflexible in the use of knowledge or skills, requiring support even in familiar classroom situations.
2	6-9 : Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible, infrequently applying knowledge or skills.
1	1- 5 : Produces work of very limited quality. Conveys many significant misunderstandings or lack of understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. very inflexible, rarely using knowledge or skills.
N/A	Not Yet Assessed.

Class Reports

MYP5 Language and literature

Radhika Pai

Units Covered

What Do Our Moral And Ethical Choices Reveal About Us?

Description: Students analysed movies closely to understand how literary, dramatic, and cinematic devices are used to communicate ideas and raise pertinent ethical and moral questions

Key Concepts Communication

Global Context Fairness and development

Statement of Inquiry Narrative structures can be used to show moral and ethical dilemmas with people's responses to these revealing aspects of their characters and identity.

Why Travel?

Description: Students used impactful literary and visual devices to create persuasive and informative travel brochures under a variety of tourism contexts

Key Concepts Creativity

Global Context Scientific and technical innovation

Statement of Inquiry Journeys provide insights into a range of contexts and perspectives, and scope for significant discovery, learning and self-expression.

MYP Assessment Criteria

Achievement Level Maximum

A: Analysing

Raghav

i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts		
ii. provides adequate analysis of the effects of the creator's choices on an audience	4	8
iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology		
iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.		

B: Organizing

Raghav

i. makes competent use of organizational structures that serve the context and intention	5	8
ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other		
iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.		

C: Producing text

Raghav

i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas	3	8
ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience		
iii. selects some relevant details and examples to develop ideas.		

D: Using language

Raghav

i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression	4	8
ii. sometimes writes and speaks in a register and style that serve the context and intention		

Totals: 16 32

Raghav Mundhra

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- iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication
- iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication
- v. makes some use of appropriate non-verbal communication techniques.

Totals:	16	32
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Final Grade

4

Units Covered

Cultural Diversity

Description: In this unit, students explored the different aspects of cultural diversity that are prevalent in their target countries and what impact they have on individual lives and identity.

Key Concepts Culture

Global Context Personal and cultural expression

Statement of Inquiry The purpose and audience affect the way we express our cultural identity.

Sustainability

Description: In this unit, students explored and discussed the concept of “sustainability” in their target countries and what are the available options to be taken to lead a sustainable life.

Key Concepts Connections

Global Context Scientific and technical innovation

Statement of Inquiry Meaningful actions developed through scientific innovation, driven by empathy and the purpose to create a sustainable environment, strengthens the link between humans and their environment.

MYP Assessment Criteria

Achievement Level Maximum

A: Listening

Raghav

i. identifies some stated information (facts and/or opinions) in simple authentic texts	4	8
ii. identifies basic conventions in simple authentic texts		
iii. identifies basic connections in simple authentic texts		

B: Reading

Raghav

i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts	4	8
ii. identifies basic conventions in simple authentic texts		
iii. identifies basic connections in simple authentic texts		

C: Speaking

Raghav

i. uses a basic range of vocabulary		
ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication	4	8
iii. uses pronunciation and intonation with some errors which sometimes hinder comprehension		
iv. communicates some relevant information		

D: Writing

Raghav

i. uses a basic range of vocabulary		
ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication	4	8
iii. organizes information in a recognizable format using a range of basic cohesive devices		
iv. communicates some relevant information with some sense of audience and purpose to suit the context		

Totals:	16	32
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Final Grade

4

Units Covered

The global economy

Description: Students investigated the economic influences of trade and globalization between nations. They learnt the basics of economic theory and where it came from.

Key Concepts Global Interactions

Global Context Globalization and sustainability

Statement of Inquiry Equity and scarcity create the need for sustainable innovations through global interaction.

Rights in the Modern Age

Description: Students studied human rights. They investigated the impact of culture and resources on these rights. By writing their own constitution, they worked to make the world more equitable.

Key Concepts Time, place and space

Global Context Personal and cultural expression

Statement of Inquiry Overtime rights should be based on the significance of resources and our social construction of reality.

Cities of the Future

Description: The students explored ways to make cities sustainable and why this is important. They evaluated existing cities for sustainability. Their summative was to design a new sustainable city.

Key Concepts Change

Global Context Globalization and sustainability

Statement of Inquiry Innovation can revolutionize and change the process of urban planning and infrastructure.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Raghav

- i. uses a range of terminology accurately and appropriately
- ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.

5

8

B: Investigating

Raghav

- i. formulates a clear and focused research question and explains its relevance
- ii. formulates and follows a substantial action plan to investigate a research question
- iii. uses research method(s) to collect and record appropriate, relevant information
- iv. evaluates the process and results of the investigation.

5

8

C: Communicating

Raghav

- i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose
- ii. structures information and ideas in a way that is mostly appropriate to the specified format
- iii. often documents sources of information using a recognized convention.

5

8

D: Thinking critically

Raghav

- i. analyses concepts, issues, models, visual representation and theories
- ii. summarizes information to make arguments
- iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations
- iv. interprets different perspectives and some of their implications.

4

8

Totals:

19

32

Units Covered

How do we pass on our inheritance?

Description: Students explored the science of genetics to understand the process of inheritance, effects of genetic mutations and its application in the study of genetic modification.

Key Concepts Relationships

Global Context Identities and relationships

Statement of Inquiry We are **formed** by what we **inherited from our parents, transformed by our relationship with** the environment.

Do you feel electric?

Description: Students explored the occurrence of electric current in the natural and artificial systems and explored the application of this knowledge to address common problems.

Key Concepts Systems

Global Context Personal and cultural expression

Statement of Inquiry We are able to **interact**, communicate and survive 'sustainably' because of natural and artificial **systems** of electrical current

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Raghav is able to:

i. describe scientific knowledge	5	8
ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations		
iii. analyse information to make scientifically supported judgments.		

B: Inquiring and Designing

Raghav is able to:

i. describe a problem or question to be tested by a scientific investigation		
ii. formulate and explain a testable hypothesis using scientific reasoning	6	8
iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected		
iv. design a complete and safe method in which he or she selects appropriate materials and equipment.		

C: Processing and Evaluating

Raghav is able to:

i. correctly collect, organize and present data in numerical and/or visual forms		
ii. accurately interpret data and explain results using scientific reasoning	5	8
iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation		
iv. discuss the validity of the method based on the outcome of a scientific investigation		
v. describe improvements or extensions to the method that would benefit the scientific investigation.		

D: Reflecting on the Impacts of Science

Raghav is able to:

i. describe the ways in which science is applied and used to address a specific problem or issue		
ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor	5	8
iii. usually apply scientific language to communicate understanding clearly and precisely		
iv. usually document sources correctly.		

Totals:	21	32
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Units Covered

How do functions function?

Description: Relationships were identified by generalising data into various models and forms which allowed the students to solve and predict the real-world relationships.

Key Concepts Form

Global Context Identities and relationships

Statement of Inquiry Relationships can be identified by generalizing data into various models and forms which allows us to solve and predict these real-world relationships.

The only sure thing?

Description: Students explored concepts of the probability of simple and compound events, dependent and independent events and conditional probability. They developed skills required to work on arithmetic and geometric sequences.

Key Concepts Logic

Global Context Personal and cultural expression

Statement of Inquiry An individual's understanding of risk and chance highly depends on both logic and their personal experience.

Am I ready?

Description: Revisited the important concepts covered in the current grade easing the transition into the Diploma Program and bridging the gap considering ethical, moral, and social implications of Mathematics.

Key Concepts Relationships

Global Context Scientific and technical innovation

Statement of Inquiry Your future relationship with mathematics will be determined by your understanding of both traditional and innovative systems.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Raghav is able to:

- | | | |
|--|---|---|
| i. select appropriate mathematics when solving challenging problems in familiar situations | 5 | 8 |
| ii. apply the selected mathematics successfully when solving these problems | | |
| iii. generally solve these problems correctly in a variety of contexts. | | |

B: Investigating patterns

Raghav is able to:

- | | | |
|--|---|---|
| i. apply mathematical problem-solving techniques to discover simple patterns | 3 | 8 |
| ii. suggest general rules consistent with findings. | | |

C: Communicating

Raghav is able to:

- | | | |
|---|---|---|
| i. usually use appropriate mathematical language | | |
| ii. usually use appropriate forms of mathematical representation to present information correctly | 5 | 8 |
| iii. usually move between different forms of mathematical representation | | |
| iv. communicate through lines of reasoning that are complete and coherent | | |
| v. present work that is usually organized using a logical structure. | | |

D: Applying mathematics in real-life contexts

Raghav is able to:

- | | | |
|--|---|---|
| i. identify the relevant elements of the authentic real-life situation | 6 | 8 |
| ii. select adequate mathematical strategies to model the authentic real-life situation | | |

Totals:	19	32
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- iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation
- iv. explain the degree of accuracy of the solution
- v. explain whether the solution makes sense in the context of the authentic real-life situation.

Totals:	19	32
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Final Grade

5

Units Covered

Art for the Community

Description: Students explored how art can engage audiences in multiple ways to highlight social issues with a focus on the UN's Sustainable Development Goals.

Key Concepts Change

Global Context Fairness and development

Statement of Inquiry Art can engage audiences in multiple ways to highlight social issues.

Self Expression

Description: Students explored how art allows us to creatively express ourselves in multiple ways through a range of alternative approaches.

Key Concepts Identity

Global Context Personal and cultural expression

Statement of Inquiry Art allows us to creatively express ourselves in multiple ways through a range of alternative approaches.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Raghav

- i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology
- ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts
- iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

7

8

B: Developing skills

Raghav

- i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied
- ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.

6

8

C: Thinking creatively

Raghav

- i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent
- ii. demonstrates a substantial range and depth of creative-thinking behaviours
- iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.

6

8

D: Responding

Raghav

- i. constructs appropriate meaning and regularly transfers learning to new settings
- ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her
- iii. presents a substantial critique of the artwork of self and others.

6

8

Totals:

25

32

Final Grade

 6

Units Covered

Relationships in our Real World

Description: Students explored the digital impact on well-being and relationships. They analyzed the benefits and drawbacks of real and curated selves and, identified the consequences of texting (including dangers of 'sexting').

Key Concepts Communication

Global Context Identities and relationships

Statement of Inquiry Communication choices through the digital world affect our reasoning, judgments, and lifestyle.

Sport Coaching

Description: Students explored and practiced the basic and advanced skills of striking and fielding. They identified the strengths and limitations of their team and applied various strategies to a game situation.

Key Concepts Relationships

Global Context Orientation in space and time

Statement of Inquiry Refinement of skills is dependent upon the coach-player relationship as well as the frequency & variability.

Striking and Fielding

Description: Students explore and practice the basic and advanced skills of striking and fielding. They identify the strengths and limitations of their team and apply various strategies to a match situation.

Key Concepts Communities

Global Context Identities and relationships

Statement of Inquiry Competitions can enhance interaction and cooperation using different communication systems.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Raghav

i. explains physical and health education factual, procedural and conceptual knowledge	7	8
ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations		
iii. applies physical and health terminology consistently and effectively to communicate understanding.		

B: Planning for performance

Raghav

i. develops goals to enhance performance	7	8
ii. designs, explains and justifies a plan to improve physical performance and health.		

C: Applying and performing

Raghav

i. demonstrates and applies a range of skills and techniques effectively	7	8
ii. demonstrates and applies a range of strategies and movement concepts effectively		
iii. analyses and applies information to perform effectively.		

D: Reflecting and improving performance

Raghav

i. explains and demonstrates strategies to enhance interpersonal skills	7	8
ii. analyses and evaluates the effectiveness of a plan based on the outcome		
iii. analyses and evaluates performance.		

Totals:	28	32
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Units Covered

The Future of Everyday Objects (Technical Feasibility)

Description: Students examined products they interact with every day as inspiration for future iterations and developments. In this unit, students learned how to conduct user interviews to examine frustrations faced by specific products and receive valuable feedback on their designs.

Key Concepts Development

Global Context Personal and cultural expression

Statement of Inquiry Inspiration for the development of innovative solutions can arise by evaluating the form and function of existing products.

The Future of Everyday Objects (Product Development)

Description: Students incorporated their technical prototypes from the previous unit into a physical product as a natural iteration of the design of the everyday object they identified for improvement.

Key Concepts Communication

Global Context Personal and cultural expression

Statement of Inquiry Designers use effective communication skills to express their ideas and drive innovation in creating new iterations of existing products.

MYP Assessment Criteria

Achievement Level Maximum

A: Inquiring and analysing

Raghav

- | | | |
|---|---|---|
| i. explains the need for a solution to a problem for a specified client/target audience | | |
| ii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance | 6 | 8 |
| iii. analyses a range of existing products that inspire a solution to the problem | | |
| iv. develops a design brief, which explains the analysis of relevant research. | | |

B: Developing ideas

Raghav

- | | | |
|--|---|---|
| i. develops design specifications, which outline the success criteria for the design of a solution | | |
| ii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others | 6 | 8 |
| iii. presents the chosen design and justifies its selection with reference to the design specification | | |
| iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution. | | |

C: Creating the solution

Raghav

- | | | |
|--|---|---|
| i. constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution | 7 | 8 |
| ii. demonstrates excellent technical skills when making the solution. | | |
| iii. follows the plan to create the solution, which functions as intended and is presented appropriately | | |
| iv. fully justifies changes made to the chosen design and plan when making the solution. | | |

D: Evaluating

Raghav

- | | | |
|---|---|---|
| i. designs relevant testing methods, which generate data, to measure the success of the solution | | |
| ii. explains the success of the solution against the design specification based on relevant product testing | 6 | 8 |
| iii. describes how the solution could be improved | | |
| iv. explains the impact of the solution on the client/target audience, with guidance. | | |

Totals:	25	32
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IDU Science & Design



Interdisciplinary Unit Unit Description

Net Zero Community

Real world issues were addressed through an interdisciplinary unit of Science and Design, where students reflected on a better environment and found out ways to reduce carbon emission and global warming.

Key Concept

Systems

Related Concept

Evaluation

Global Context

Globalization and Sustainability

Statement of Inquiry

We can neutralise our impact on the environment by evaluating the systems we use in our communities.

Advisor:

Meena Maurya

Student Progress:

✔ Completed

Interdisciplinary Assessment

Criteria	Achievement Level Maximum		
Criterion A: Evaluating	7	8	
The student: i. fully analyses by explaining disciplinary knowledge ii. fully evaluates by explaining the strengths and limitations of interdisciplinary perspectives.			
Criterion B: Synthesizing	6	8	
The student: i. creates a product that develops disciplinary knowledge to communicate interdisciplinary understanding ii. describes how his or her product communicates interdisciplinary knowledge.			
Criterion C: Reflecting	6	8	
The student: i. describes the development of his or her own interdisciplinary learning ii. describes how new interdisciplinary understanding enables action.			
	Total	19	24

Service as Action



Outcomes:

6 of 7 learning outcomes planned with 6 out of 6 outcomes completed.

Key Activities:

2021-22 Fitness for communities (Curriculum Driven), 2021-22 Quality Education (Self Initiated)