



OBEROI
INTERNATIONAL SCHOOL

FREEDOM TO THINK. EMPOWER TO BE...

Oberoi International School - JVLR Semester Two Report

Prepared: June 4, 2024

Student Name: Adit Jain

Grade: Grade 10

Advisor: Saakshi Katikar

Dear Parents,

This report summarises your child's learning during the second semester in line with the IB Middle Years Programme. Please remember that the MYP grade awarded is based on achievement using criterion-related summative assessments throughout the reporting cycle.

Teachers look at the student body of work as part of their learning and arrive at the final level of achievement. Once each of the four criteria 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 eight maximum points for each criterion).

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 child 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.

Kind regards,

Jitendra Pandey
MYP Coordinator

Mark Exton
High School Principal

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.

Summary of Achievement

Semester 2

	Achievement Levels				Final Grade
MYP5 Language and Literature Jinal Shah	A 7	B 7	C 5	D 7	6
MYP5 French Phase 3 Tanvi Patwardhan	A 7	B 7	C 7	D 7	7
MYP5 Individuals and societies Tanvi Kamboj	A 6	B 6	C 6	D 6	6
MYP5 Science Priya Awasthi	A 5	B 7	C 7	D 7	6
MYP5 Extended Mathematics Suresh Raju	A 6	B 5	C 6	D 5	5
MYP5 Theatre Seema Sareen	A 7	B 7	C 7	D 7	7
MYP5 Physical and health education Bhavesh Singh	A 7	B 7	C 7	D 7	7
MYP5 Design Trupti Matele	A 7	B 7	C 7	D 8	7

Class Reports

MYP5 Language and Literature

Jinal Shah

Units Covered

What Do Our Moral And Ethical Choices Reveal About Us?

Description: Students analyse 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 Personal and cultural expression

Statement of Inquiry Narrative structures in film can be used to communicate different philosophies of life to reveal aspects of their characters and identity.

It's All About Perspective

Key Concepts Perspective

Global Context Fairness and development

Statement of Inquiry The structure and style of texts contribute to our perspectives of inequality, difference, and inclusion.

MYP Assessment Criteria

Achievement Level Maximum

A: Analysing

Adit

- i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts
- ii. perceptively analyses the effects of the creator's choices on an audience
- iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology
- iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

7

8

B: Organizing

Adit

- i. makes sophisticated use of organizational structures that serve the context and intention effectively
- ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
- iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

7

8

C: Producing text

Adit

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

5

8

D: Using language

Adit

- i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression
- ii. writes and speaks in a consistently appropriate register and style that serve the context and intention
- iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective
- iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and

7

8

Totals:

26

32

communication is effective
v. makes effective use of appropriate non-verbal communication techniques.

Totals:	26	32
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Final Grade

6

Units Covered

Unit 3 - Customs and Traditions (2023-24)

Description: In 'Customs and Traditions,' learners delve into the rich tapestry of global cultures, studying vocabulary related to diverse customs and rituals, and deepening our understanding of cultural heritage and its importance in our interconnected world.

Key Concepts Culture

Global Context Personal and cultural expression

Statement of Inquiry Customs and traditions add meaning to our culture and represent varied points of view.

Unit 4 - Entertainment and Artistic Expression (2023-24)

Description: In 'Entertainment and Artistic Expressions,' students celebrate creativity across various forms, building vocabulary for music, cinema, visual arts, and literature, while exploring the significance of artistic expression in shaping societies and identities.

Key Concepts Creativity

Global Context Personal and cultural expression

Statement of Inquiry The different modes of artistic expressions permit us to convey a variety of meanings and reflect upon our creativity.

MYP Assessment Criteria	Achievement Level	Maximum
A: Listening		
Adit		
i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts	7	8
ii. analyses conventions in simple and some complex authentic texts		
iii. analyses connections in simple and some complex authentic texts		
B: Reading		
Adit		
i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts	7	8
ii. analyses conventions in simple and some complex authentic texts		
iii. analyses connections in simple and some complex authentic texts		
C: Speaking		
Adit		
i. uses a wide range of vocabulary	7	8
ii. uses a wide range of grammatical structures generally accurately		
iii. uses clear pronunciation and intonation which makes the communication easy to comprehend		
iv. communicates all or almost all the required information clearly and effectively		
D: Writing		
Adit		
i. uses a wide range of vocabulary	7	8
ii. uses a wide range of grammatical structures generally accurately		
iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices		
iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context		
Totals:	28	32

Final Grade

7

A: Knowing and understanding

Adit

- 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.

6

8

B: Investigating

Adit

- 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.

6

8

C: Communicating

Adit

- 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.

6

8

D: Thinking critically

Adit

- i. discusses concepts, issues, models, visual representation and theories
- ii. synthesizes information to make valid arguments
- iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations
- iv. interprets different perspectives and their implications.

6

8

Totals:**24****32****Final Grade****6**

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.

Earth a system in dynamic equilibrium

Description: Students applied their understanding of the earth's natural systems and processes to design a scientific investigation to understand the effect of different factors on important chemical reactions.

Key Concepts Change

Global Context Globalization and sustainability

Statement of Inquiry Interaction within the Earth systems lead to **transformation and change**.

MYP Assessment Criteria

Achievement Level Maximum

A: Knowing and understanding

Adit is able to:

- describe scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- analyse information to make scientifically supported judgments.

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8

B: Inquiring and Designing

Adit is able to:

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

7

8

C: Processing and Evaluating

Adit is able to:

- correctly collect, organize, transform and present data in numerical and/ or visual forms
- accurately interpret data and explain results using correct scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of a scientific investigation
- evaluate the validity of the method based on the outcome of a scientific investigation
- explain improvements or extensions to the method that would benefit the scientific investigation.

7

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D: Reflecting on the Impacts of Science

Adit is able to:

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor
- consistently apply scientific language to communicate understanding clearly and precisely
- document sources completely.

7

8

Totals:

26

32

Final Grade

6

Units Covered

How do functions function?

Description: Students identified relationships and generalized the models using the function notations. They explored various types of functions, domain and range, graph of functions and the transformation of functions.

Key Concepts Relationships

Global Context Identities and relationships

Statement of Inquiry We can identify relationships by generalizing data into various models and forms which allow us to solve and predict these real-world relationships.

The only sure thing?

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

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 experiences.

Net Zero Community

Description: 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 Concepts Systems

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.

Am I ready?

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

Key Concepts Relationships

Global Context Scientific and technical innovation

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

MYP Assessment Criteria	Achievement Level Maximum	
A: Knowing and understanding		
Adit is able to:		
i. select appropriate mathematics when solving challenging problems in familiar situations	6	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		
Adit is able to:		
i. select and apply mathematical problem-solving techniques to discover complex patterns	5	8
ii. describe patterns as general rules consistent with findings		
iii. verify the validity of these general rules.		
C: Communicating		
Adit is able to:		
i. usually use appropriate mathematical language		
ii. usually use appropriate forms of mathematical representation to present information correctly	6	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.		
Totals:	22	32

D: Applying mathematics in real-life contexts

Adit is able to:

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

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Totals:
22**32**

Final Grade

5

Units Covered

The Art Of Connection

Key Concepts Communication

Global Context Orientation in space and time

Statement of Inquiry Art reflects interconnectedness across space and time

From Page to Stage

Description: Students explored the understanding that who we are involves a process of interpretation and expression of self. They performed a group scripted performance, exploring our identity and how we relate to each other.

Key Concepts Identity

Global Context Fairness and development

Statement of Inquiry Understanding subtext can help us look much further than our labels, contexts and help practice empathy for collaboration.

Stock, Status, Slapstick - Commedia Dell'Arte

Description: This unit explored the stock characters of Commedia Dell'Arte and how historically the troupe give rise to many combinations of plotting, intrigue, mistaken identity and deceit. Students explored devising, improvising and ensemble approach when devising and performing sequences, either in small groups or as a whole group.

Key Concepts Communication

Global Context Personal and cultural expression

Statement of Inquiry Connections can be made between traditional theatre genres of the past and popular culture today.

MYP Assessment Criteria

Achievement Level Maximum

A: Investigating

Adit	7	8
i. provides comprehensive, relevant information that is related to the statement of inquiry		
ii. critiques an artwork or performance including elements, techniques and context.		

B: Developing

Adit	7	8
i. demonstrates extensive and varied practical exploration of an idea or ideas		
ii. presents a clear artistic intention in line with the statement of inquiry and justifies artistic choices.		

C: Creating/Performing

Adit	7	8
i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work.		

D: Evaluating

Adit	7	8
i. thoroughly and perceptively evaluates their own artwork or performance		
ii. discusses their development as an artist.		

Totals:	28	32
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Final Grade

7

Units Covered

Coaching and Mentoring

Description: The student produces an ePortfolio which provides evidence of a unit where they act as both a coach (to another student) and a client (in response to another student coach). Under the supervision of the teacher the student will:

- As client, working with their coach, develop a greater understanding of and enhance performance in a chosen activity.
- As coach, support their client in a plan to enhance performance and increase understanding of a chosen activity.
- The coach/client plan must include the improvement of physical and health factors relevant to the chosen activity.

Key Concepts Development

Global Context Orientation in space and time

Statement of Inquiry The development of skills is influenced by choices adapted during constraint situation

Juggling

Description: Students developed new skills related to juggling. They analyzed the reason for the 'shortfall' and adapted the skills and techniques for successful performance.

Key Concepts Development

Global Context Personal and cultural expression

Statement of Inquiry Creation requires balance and adaptation which is achieved through skills and technical development

AY 2024-25 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.

MYP Assessment Criteria	Achievement Level Maximum	
A: Knowing and understanding		
Adit		
i. explains physical and health education factual, procedural and conceptual knowledge		
ii. applies physical and health education knowledge to analyse complex issues and to solve complex problems set in familiar and unfamiliar situations	7	8
iii. applies physical and health terminology consistently and effectively to communicate understanding.		
B: Planning for performance		
Adit		
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		
Adit		
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.		
Totals:	28	32

D: Reflecting and improving performance

Adit

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

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8

Totals:**28****32****Final Grade****7**

Units Covered

Designing for Connectedness

Key Concepts Communication

Global Context Orientation in space and time

Statement of Inquiry Design can impact interactions.

Creative Coding

Key Concepts Communication

Global Context Globalization and sustainability

Statement of Inquiry Games can be leveraged to communicate about and promote the sustainable use of limited resources.

MYP Assessment Criteria

Achievement Level Maximum

A: Inquiring and analysing

Adit

- i. explains and justifies the need for a solution to a problem for a client/ target audience
- ii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independently
- iii. analyses a range of existing products that inspire a solution to the problem in detail
- iv. develops a detailed design brief, which summarizes the analysis of relevant research.

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B: Developing ideas

Adit

- i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research
- ii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others
- iii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification
- iv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

7

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C: Creating the solution

Adit

- 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
- 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.

7

8

D: Evaluating

Adit

- i. designs detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluates the success of the solution against the design specification based on authentic product testing
- iii. explains how the solution could be improved
- iv. explains the impact of the product on the client/target audience.

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Totals:

29

32

Final Grade

7

Grade Descriptors

Final Grade Descriptor

7	28-32: Produces generally high-quality, frequently innovative work. Communicates a comprehensive, nuanced understanding of concepts and contexts. Demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in various 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 classrooms and real-world situations, often independently.
5	19-23: Produces generally high-quality work. Communicates a 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 independently.
4	15-18: Produces good quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills flexibly in familiar classroom situations but requires support in unfamiliar situations.
3	10-14: Produces work of acceptable quality. Communicates a 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 using 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.

IDU Science, Design and Mathematics



Interdisciplinary Unit Net Zero Community

Unit Description

Key Concept

Related Concept

Global Context

Statement of Inquiry

Advisor:

Chitra Krishnan

Interdisciplinary Assessment

Criteria	Achievement Level Maximum	
Criterion A: Evaluating	5	8
The student: i. analyses by describing disciplinary knowledge ii. evaluates by describing the strengths and limitations of interdisciplinary perspectives.		
Criterion B: Synthesizing	5	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		16
		24

Comments:

Adit demonstrates a good understanding of the IDU unit on “Net Zero Community”. He can outline his IDU experiences through connections between the goal and learning outcomes. Adit has met his collaboration, thinking and social skills, and he showed engagement during the IDU unit (Design and Science) to achieve the desired interdisciplinary learning outcomes. Adit has deepened his understanding of how to ensure sustainable consumption and production patterns by reflecting the impact of his principled actions on himself and the target community through meaningful reflections.