



# Woodstock School Semester 2 Final Report

Prepared: May 28, 2024

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**Student Name:** Kabir Gupta

**Student ID:** 0001925

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**Grade:** Grade 9

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**Advisor:** Marcelino Ngalioma

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Dear parents and students,

I think many of us have felt as if they were in a time warp this semester. The pace and rhythm of life at Woodstock these last few months has seemed to distort time itself. The coming of graduation for the class of 2024, many of whom have been here since the pandemic, and before, and all of whom are our bright hope for the future – is surreal. Like every generation of Woodstockers who we graduate into the world, we believe the Class of 2024 will strengthen not only our school's global community, but the community of mankind. We hope they take all their academic accomplishments forward to do good work in government, industry, philanthropy, or otherwise. More importantly, we hope they will always carry the spirit of kindness, respect, and inner strength that they have built within themselves throughout their time here - from the depths of the pandemic to beautiful blue skies of this early summer.

Profound gratitude goes to all our parents and teachers. It is with only your support and collaboration that Woodstock can be the responsible and nurturing environment that we all want it to be for our students. Thank you!

Please find below your child's Semester Two report card. If you have any questions, please contact [office@woodstock.ac.in](mailto:office@woodstock.ac.in), and they will direct you to the appropriate staff member.

Best wishes,

**Bradford Barnhardt, PhD**

**Vice Principal, Head of Upper Years (interim), Head of Early Years**

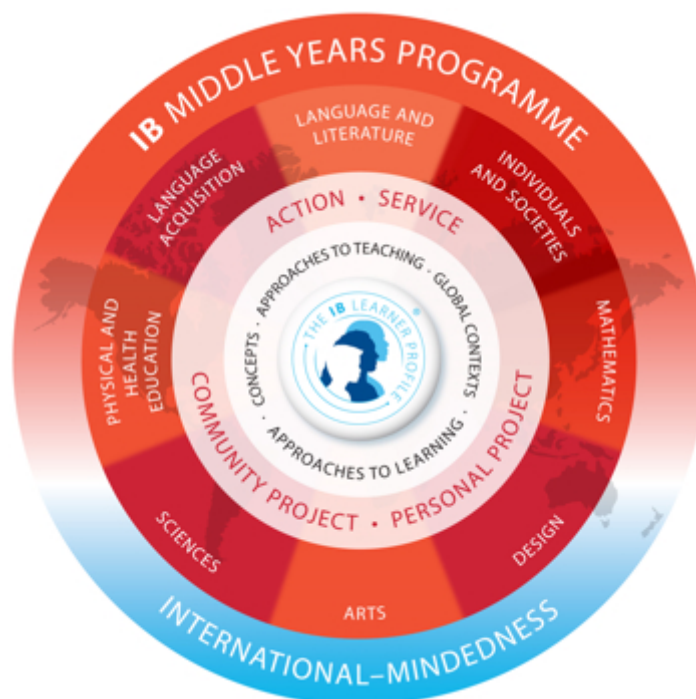
## **Explanation of MYP grades:**

All IB subject areas have four criteria. Each criterion is divided into achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

The MYP levels of achievement generally represent the following:

- 1-2 Limited or poor work
- 3-4 Adequate or satisfactory work
- 5-6 Substantial or good work
- 7-8 Excellent or outstanding work

# IB Learner Profile



<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers (Courageous)</b>	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.
<b>Balanced</b>	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.
<b>Reflective</b>	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

## IB Middle Years - Spring Semester

	Achievement Levels				Final Grade
English Language and Literature <b>Christine Onyango</b>	A 7	B 6	C 6	D 6	6
Spanish Ph2 Phase 2 <b>Clara Astarloa</b>	A 7	B 7	C 8	D 8	7
Integrated Humanities <b>Prateek Santram</b>	A 7	B 8	C 7	D 7	7
Integrated Science <b>Manisha Dogra</b>	A 6	B 7	C 7	D 7	6
Extended Mathematics <b>Harsh Bajaj</b>	A 8	B 7	C 7	D 7	7
Physical and Health Education <b>Anirudh Upadhayay, Ajay Negi</b>	A 8	B 7	C 7	D 7	7
Design <b>Nidhi Shekhawat</b>	A 7	B 7	C 7	D 8	7

## Woodstock Courses and Music - Spring Semester

Advanced Band	Cameron Bradley	Grade
Final Grade		7
Personal & Social Health Education	Soni Aaron Shangne	Grade
Final Grade		PASS

# Class Reports

## IB Middle Years - Spring Semester

### English Language and Literature

Christine Onyango

MYP Assessment Criteria	Achievement Level	Maximum
A: Analysing	7	8
B: Organizing	6	8
C: Producing text	6	8
D: Using language	6	8
<b>Totals:</b>	<b>25</b>	<b>32</b>
<b>Final Grade</b>		<b>6</b>
Student Effort		Excellent
Student Behavior		Excellent

### Comments:

This semester, Grade 9 students ventured into an exploration of dystopian literature, diving into the intricate connections between stories to reflect on the profound impact of scientific and technological advancement on communities and environments. We focused on dissecting the themes and implications of dystopian narratives, particularly within Ray Bradbury's "Fahrenheit 451." Students engaged deeply with the text, analyzing how technology shapes characters' lives and influences the communities and environments they inhabit. Through rigorous examination and the gathering of textual evidence, students explored the far-reaching consequences of technological progress on individuals and societies within the dystopian framework. In addition to our exploration of dystopian literature, we also dedicated time to the art of crafting short stories. Through this endeavor, students honed their creative writing skills, exploring themes of resilience, adaptation, and human nature within the context of speculative fiction. Throughout the term, students were encouraged to engage in lively discussions, incorporating diverse perspectives and interpretations. Feedback, both verbal and written, played a crucial role in guiding students towards deeper understanding and refinement of their analytical and creative abilities. Our class resources were readily accessible through the English 9 portal on Managebac, providing students with a wealth of multimedia materials to support their learning journey. From organizers and samples to videos and audiobooks, these resources served as invaluable tools for exploration and comprehension. As the semester comes to an end, it is my hope that students have gained not only a deeper appreciation for the complexities of dystopian literature but also a heightened awareness of the profound impacts of technological progress on individuals, communities, and environments. Through critical analysis and creative expression, students have embarked on a journey of discovery and reflection, laying the groundwork for continued growth and exploration in the realm of literature and technology.

This academic year has been an eventful journey for Kabir, with many obstacles and happy moments. This year, the topic he enjoyed the most was podcast creation and analysis because it was new to him and required them to use a creative side of their minds to create an original podcast. The areas which he felt challenged in was compare and contrast essays. His goals for English in the new academic year are to expand his vocabulary by reading more books to improve language and grammar consistently.

Kabir Gupta

Woodstock School — Semester 2 Final Report

Tehri Road, Landour, Near Landour Community hospital, Mussoorie, Uttarakhand, India, 248179

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

## Spanish Ph2 Phase 2

Clara Astarloa

MYP Assessment Criteria	Achievement Level	Maximum
A: Listening	7	8
B: Reading	7	8
C: Speaking	8	8
D: Writing	8	8
<b>Totals:</b>	<b>30</b>	<b>32</b>
<b>Final Grade</b>		<b>7</b>
Student Effort		Excellent
Student Behavior		Excellent

### Comments:

For Spanish Phase 2, the students have worked two units this semester: *¿Qué te gustaría ser?* and *¿Qué novedad!* They have also worked on the different objective strands and learning skills. They have also worked on the different objective strands such as engaging with authentic simple texts, identifying explicit or implicit ideas, they have addressed all four language acquisition skills such as reading, listening, writing and speaking.

Kabir's dedication and enthusiasm for learning Spanish have been truly commendable throughout this semester. His persistence and active participation in class discussions, coupled with his consistent application of newly acquired vocabulary in both spoken and written forms, reflect a genuine commitment to mastering the language. Kabir's effort to accomplish the goals of the subject has been evident in his diligent completion of assignments and his proactive engagement with course materials.

As we congratulate Kabir on advancing to Phase 3 next academic year, we anticipate even greater growth and development in his language skills. With each new phase comes new opportunities for learning and refinement, and we have no doubt that Kabir will rise to the occasion and continue to excel in Spanish. His hard work and dedication have laid a solid foundation for success, and we are excited to see him reach new heights in his language proficiency.

Keep up the exceptional work, Kabir! Your commitment to learning and your positive attitude in the classroom are truly inspiring, and we have every confidence that you will achieve remarkable success in your Spanish studies. Here's to a bright future filled with continued growth and achievement!

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

## Integrated Humanities

Prateek Santram

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	7	8
B: Investigating	8	8
C: Communicating	7	8
D: Thinking critically	7	8
<b>Totals:</b>	<b>29</b>	<b>32</b>
<b>Final Grade</b>		
7		
Student Effort	Excellent	
Student Behavior	Good	

### Comments:

MYP 4 Individuals and Societies curriculum has provided a structured framework of learning aimed at fostering students' abilities to think creatively, critically, and reflectively. Moreover, it has offered numerous opportunities to cultivate interdisciplinary connections across the curriculum, facilitating the identification of shared conceptual understandings and approaches to learning (ATL) that span various subject domains and contribute to a cohesive learning experience.

Throughout the semester, our focus has been on exploring the themes of "Ideology and Governance" and "Alliances and Development." A key emphasis during the investigation of these units has been placed on conducting thorough research and analysis of various historical settlements and alliances, which have played pivotal roles in shaping developments across different time periods.

It's been a pleasure having Kabir in class this year. He consistently completes his work and meets expectations in class. He is also adept at working collaboratively in group settings, contributing ideas and actively participating.

While Kabir has made progress in his academics, there are still moments when he can be a bit disruptive in class, which can be distracting for his peers. It would be beneficial for him to work on staying focused and minimizing disruptions, allowing everyone to fully engage in the learning environment.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

## Integrated Science

Manisha Dogra

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	6	8
B: Inquiring and Designing	7	8
C: Processing and Evaluating	7	8
D: Reflecting on the Impacts of Science	7	8
<b>Totals:</b>	<b>27</b>	<b>32</b>

<b>Final Grade</b>	6
Student Effort	Excellent
Student Behavior	Good

### Comments:

This semester, students engaged in one unit of Chemistry and two distinct units of Physics. In the chemistry unit "Attraction that Leads to Formation", students delved into the fascinating world of bonding! They explored ionic and covalent bonds, the building blocks of molecules, and learned to balance chemical equations to accurately represent reactions. Additionally, they investigated the variations within elements through isotopes and isobars. Simulations brought bonding concepts to life, while research-based tasks honed their investigative skills. Finally, formative and summative assessments ensured a strong understanding and the ability to apply knowledge to new situations.

In Physics, we focused on forces, motion and energy changes. Through the unit, we worked on developing a comprehension of the relationship between force, mass and acceleration by focusing on the practical applications and engaging with real-life scenarios. We explored how Newton's laws of motion are intricately intertwined with our daily activities. As these concepts rely heavily on data collection and analysis, we chose to emphasise where precision and accuracy come from in our experimental process. We used the scientific method to help make connections between what we do in class and the world around us and developed the skills to solve various motion-related problems by applying relevant equations. Through the inquiry into energy changes, students developed an understanding of the various forms of energy and how they interact within different systems by analyzing and describing energy transformations. Students engaged with the ideas of sustainability and conserving energy by reflecting on how science can be used to make systems more energy efficient and prevent wastage.

**Kabir** demonstrates a strong potential in science. He excels at thinking critically and creatively, going beyond memorization to solve problems and develop innovative solutions. This is evident in his effective participation in group projects and discussions. His natural problem-solving abilities are a valuable asset in science. As a true thinker, he can analyze information, solve problems creatively, and form well-supported conclusions. Here's to an incredible next academic year, Kabir! Wishing you a year filled with exciting learning, new friends, and unforgettable experiences as you continue to explore the wonders of science!

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

## Extended Mathematics

Harsh Bajaj

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	8	8
B: Investigating patterns	7	8
C: Communicating	7	8
D: Applying mathematics in real-life contexts	7	8
<b>Totals:</b>	<b>29</b>	<b>32</b>

<b>Final Grade</b>	7
Student Effort	Excellent
Student Behavior	Good

Kabir Gupta

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## Comments:

The goals of MYP mathematics cover the factual, conceptual, procedural, and metacognitive aspects of knowledge. We concentrated on applying mathematics in diverse contexts (including real-life scenarios), choosing suitable mathematical methods for solving problems in both known and new situations, conducting investigations, and clearly communicating mathematical ideas. This semester, we concentrated on Trigonometry & Geometry, as well as Statistics and Probability. The students completed a project on Statistics and Probability that involved conducting surveys, collecting data, and interpreting the results.

Kabir is a thoughtful and attentive student. He demonstrates excellent understanding of the mathematical concepts and is always willing to participate actively in the class. He is able to use appropriate forms of mathematical representation to consistently present information correctly, and apply the selected mathematical strategies to reach a correct solution. He accurately solves word problems based on Algebra and Trigonometry with sound strategic thinking, and requires little to no assistance from the teacher. As an MYP learner, he exhibits the quality of a thinker and a reflective learner.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

## Physical and Health Education

Anirudh Upadhayay, Ajay Negi

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding	8	8
B: Planning for performance	7	8
C: Applying and performing	7	8
D: Reflecting and improving performance	7	8
<b>Totals:</b>	<b>29</b>	<b>32</b>

<b>Final Grade</b>	<b>7</b>
Student Effort	Excellent
Student Behavior	Excellent

## Comments:

Throughout this semester for the Physical and Health Education (PHE) students engaged in the exploration of various games. This last semester we focused on NET Ball (Volleyball) and Pickleball. Through these units, we also focused on the emphasis on ATL skills and global concepts. Students were challenged not only to develop their physical skills but also to enhance their communication, development, and refinement abilities.

Incorporating ATL skills such as communication and development has provided students with valuable tools to not only excel in physical education but also in various aspects of their academic and personal lives. By emphasizing refinement as a related concept, students were encouraged to continuously improve and hone their skills, fostering a mindset of growth and progress.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32



## Design

Nidhi Shekhawat

MYP Assessment Criteria	Achievement Level	Maximum
A: Inquiring and analysing	7	8
B: Developing ideas	7	8
C: Creating the solution	7	8
D: Evaluating	8	8
<b>Totals:</b>	<b>29</b>	<b>32</b>
<b>Final Grade</b>		<b>7</b>
Student Effort		Excellent
Student Behavior		Excellent

### Comments:

This term, students engaged in the MYP design cycle, a structured approach to product creation. They began by researching problems and potential solutions, followed by developing innovative and feasible ideas. After finalizing a plan, they proceeded to create and test the product using diverse methods. Specifically, students focused on designing a class manipulative, which doubles as a service-learning unit and enhances their proficiency in 3D modeling using Blender software. Their objective was to address challenging concepts across various subjects by designing functional 3D prototypes or models to assist teachers in explaining.

Additionally, students undertook a skill-building unit this semester using the 3D modeling software "Blender." The objective of this design cycle was to prepare students for the upcoming MYP-5 e-portfolio external submission, which is based on a partially completed unit planner provided by the IB in November 2024. Students were tasked with self-directed learning by exploring various websites, and videos, collaborating with peers, and engaging in trial and discussion. A product, based on prior research and design, was assigned to them, and they were required to develop the skill of creating that product in the software, demonstrating their technical abilities in the expected format. Subsequently, they evaluated the product through peer review. This design cycle provided students with an in-depth insight into their capabilities, interests, and research skills.

Kabir has demonstrated commendable dedication to learning Blender and has shown significant improvement in documentation. He approaches tasks with sincerity and attentiveness, carefully following instructions. Additionally, Kabir exhibits critical thinking skills, which enhance his problem-solving abilities. His efforts are notable, and he has produced very good work. With continued diligence and application of his critical thinking skills, Kabir has the potential to excel even further.

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

## Woodstock Courses and Music - Spring Semester

### Advanced Band

Cameron Bradley

<b>Final Grade</b>	<b>7</b>
Student Effort	Excellent
Student Behavior	Excellent

Kabir Gupta

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### Comments:

During this semester - although brief - students in band focused on classroom organization, basic rhythms, tone production, tuning our instruments, and performance etiquette. Kabir has been an absolute model student this semester, and we are so grateful for his attendance and participation in Advanced Band. He comes diligently, he participates fully, he asks great questions, he tries his hardest, he communicates excellently, and he spends his time wisely. This is how we would hope all our students would work! We are excited to know Kabir will be in band again next year and wish him all the best as he continues his musical journey here at Woodstock!

## Personal & Social Health Education

Soni Aaron Shangne

<b>Final Grade</b>	PASS
Student Effort	Good
Student Behavior	Good

### Comments:

This academic year, PSHE explored on Career; learned about occupations and different career paths with a session allotted to college counselling team. We also explored on Digital Citizenship and Anti-bullying. I wish them the best for the next academic year.

# Grade Descriptors

## Final Grade Descriptor

7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks 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.

## Student Effort

Grade	Descriptor
Limited	The student demonstrates little effort by producing poor or incomplete work, rarely participating in class, and not meeting deadlines over a brief marking period.
Adequate	The student demonstrates adequate effort by producing completed work, regularly participating in class, and meeting most deadlines over the brief marking period.
Good	The student demonstrates good effort by producing accurate work, meaningfully participating in class and meeting most deadlines over the brief marking period.
Excellent	The student demonstrates excellent effort by producing thoughtful and accurate work, insightfully participating in class, and meeting all deadlines over the brief marking period.

## Student Behavior

Grade	Descriptor
Poor	Poor behaviour shown. The student demonstrates limited respectful behaviour towards other students, the teacher and/or things that belong to others over the brief marking period.
Adequate	Adequate behaviour shown. The student demonstrates some respectful behaviour towards other students, the teacher and/or things that belong to others over the brief marking period.
Good	Good behaviour shown. The student demonstrates mostly respectful behaviour towards other students, the teacher and/or things that belong to others over the brief marking period.
Excellent	Excellent behaviour shown. The student demonstrates consistent respectful behaviour towards other students, the teacher and/or things that belong to others over the brief marking period.

## Service as Action

Grade	Descriptor
O	The student's service as action progress is on-track.
C	The student's service as action progress is concerning.

## Residences



Advisor:

Suman Mitra

## Assessment

Criteria	Achievement Level
Room Organization: meets the room check criteria.	4
Very Good	
Time Management: leaves on time for school, and school events, present/punctual for dorm check-ins, submits gadgets on time, good with sounds out/lights out, returns to the dorm on time.	4
Very Good	
Personal Hygiene: showers regularly, gives clothes to dhobi, doesn't leave dirty clothes in the room, doesn't leave open food in the room, doesn't leave dirty utensils in the room. Responsibility: Responsible use of dorm resources such as kitchen and appl	5
Excellent	
Responsibility: Responsible use of dorm resources such as kitchen and appliances, lounge, bathrooms, etc.	4
Very Good	
Integrity: Declares and submits all electronic gadgets/devices, returns all borrowed things from school or peers, not involved in stealing, lying. Respectful towards all staff and peers.	5
Excellent	
Discipline: Not involved in any disciplinary issues such as abusing contraband substances like vape, smoking tobacco, drinking alcohol and drugs, sexual misconduct, or going against the school's policy on PDOA, any form of bullying or harassing others.	5
Excellent	

### Comments:

Kabir has had a good first term in Ridgewood. He was initially very quiet and liked to be alone, but he adjusted fairly quickly. Kabir has been more social and has made many friends since then. He remains a true sportsman and spends a lot of time playing outdoors. We commend him for this effort. We hope Kabir will continue to grow with these positives throughout the year. We wish him all best as he transitions into grade 10.