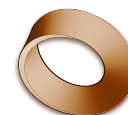


Y8B Physics — MYP Sciences

Course Expectations • 2026–2027



Teacher	Mr. Alex Rawson • a.rawson@stleonards-fife.org
Room	PH1
We meet	Week A • Friday • Period 2 (09:55–10:45) Week B • Monday • Period 4 (12:15–13:05) Week B • Friday • Period 2 (09:55–10:45)
Course page	rawsonvault.com/myp/physics

1 What this course is

Year 8 physics is one strand of MYP Sciences. You take biology, chemistry and physics alongside each other through the year, sharing a theme each term — I teach you the physics.

We begin with light — why a straw looks bent in a glass, and what sits either side of the colours we can actually see — and finish the year on energy and how a planet's worth of it gets used. This is not a course you can memorise your way through. Most lessons ask you to look at something happening, work out why, and then test whether you were right. You will be wrong in public fairly often. That is the subject working, not you failing.

2 What we cover

Unit	Concepts	From
1 Light and the Electromagnetic Spectrum	Models, evidence, form	24 Aug
2 Forces and Motion	Systems, energy, change	5 Oct
3 Celestial Bodies	Environment, relationships	11 Jan
4 Forces and Materials	Form, function, models	1 Mar
5 Energy and Resources	Sustainability, evidence	17 May

Each unit is framed by a statement of inquiry and a global context, given to you at the start of the unit. Unit pages, workbooks and lesson resources live on the course page. Timing may shift a little — any change is announced in class and on the course page.

3 What you need

Every lesson

- Science notebook and the unit workbook
- Pencil, pen, ruler
- Scientific calculator
- Your planner

When we need them

- Lab book — provided, and it stays in the lab
- Protractor and graph paper — for the light and forces units
- Coloured pencils — genuinely useful for ray diagrams



Keep it organised in a ring binder with dividers

4 How you are assessed

You are assessed against the four MYP Sciences criteria, each marked out of 8:

Criterion	What it looks like here
A Knowing and understanding	End-of-unit assessments; applying physics to situations you have not seen before
B Inquiring and designing	Planning your own investigation — question, hypothesis, variables, method
C Processing and evaluating	Tables, graphs, conclusions, and an honest evaluation of what went wrong
D Reflecting on the impacts of science	Research and writing on how the physics meets the real world

Each criterion is assessed at least twice across the year, and your science report draws on all three strands — biology, chemistry and physics — together. Your grade comes from your **most recent, most consistent** work against each criterion, not an average of everything you have ever done. Early attempts are for learning; they do not follow you around.

Every assessed task comes with a sheet telling you which criterion is being marked, and what each level looks like, before you start. If you have not got one, ask me for it.

5 Homework

Expect one piece a week, around 30 minutes. It is set in class and on the course page, and due the following lesson unless I say otherwise.

Homework is practice, not performance. It is marked for effort and completion rather than accuracy — a wrong answer you genuinely attempted is more useful to me than a right one you copied. What I need to see is where the thinking broke down, so **show your working**. A bare answer tells me nothing I can help with.

6 Practical work

We are in the lab most weeks. Physics is an experimental subject and Year 8 is where you learn to handle equipment properly.

Safety. Do not touch apparatus until I have said so. Follow the sheet and follow what I say aloud. Bags under the bench, stools tucked in, goggles on when I say goggles on. Tell me straight away if something breaks — you are not in trouble for reporting it, only for hiding it.

Recording. Data goes into your lab book live, in pen, at the bench — not copied up neatly afterwards. Crossings-out stay in. That is what a real scientific record looks like.

A full write-up contains: research question • variables • method • data table • graph • analysis • conclusion • evaluation of error.

Missed a practical? Come and find me the day you are back and we will arrange a catch-up. If you know in advance you will be away, tell me before and we will do it before.

7 Deadlines and late work

Deadlines are given in class and posted on the course page. Work handed in late is marked and returned, but recorded as late; more than a week late is recorded as not submitted.

If something is going wrong — illness, deadlines stacking up, anything at home — **come and tell me before the deadline**. An extension asked for in advance is nearly always fine. Asking afterwards is different — by then, I usually cannot say yes.

8 Absence

Being away does not remove the work. It only delays it. **It is your job to find out what you missed** — check the course page first, then ask me.

- **Lessons.** Notes and resources are on the course page. Catch up before the next lesson.
- **Assessments.** Take the assessment within three school days of coming back. Come and book a time yourself — this is your responsibility, and I will not remind you.
- **Extended absence.** See me on your first day back and we will agree a realistic plan and a set of dates.

9 Phones, laptops, and AI

Phones go straight in your locker when you arrive. They stay there for the whole school day, in every lesson.

Laptops are open when the task needs them and closed when it does not. I will say which.

AI tools are genuinely useful and you should learn to use them well. In this course:

- **Fine:** asking it to explain something you are stuck on, generating extra practice questions, checking your own reasoning after you have done the work yourself.
- **Not fine:** getting it to produce an answer, a paragraph, a method or code that you then hand in as your thinking.
- **Always:** write one line at the end saying what you used and what for. Declaring it is never penalised. Not declaring it is a problem.

The reason is simple. The assessment has no AI in it. The moment you actually need to understand something has no AI in it either. If an AI does the work for you, you lose the time you needed to get better at physics.

10 Academic honesty

You may work together — you learn faster when you do. But **the writing must be yours, done on your own.**

- Write down who you worked with, on the work itself.
- Cite anything you used — book, website, video, diagram, dataset. Putting it in your own words still needs a citation: you are borrowing the idea even when you change the words.
- This matters most for lab reports, where the data is yours and the conclusions should be too.

11 In the classroom

- Arrive on time and ready to start.
- Ask the question. Someone else has it too, and I would rather stop the lesson than let you fall behind.
- Wrong answers said out loud are how the lesson works. Nobody is laughed at in here.
- Leave the lab ready for the next class.

12 How to do well in this course

Turn up and take part. Do the practice — physics is not a subject you can read your way into. Ask the moment you are lost, not the week before the assessment. Keep your notebook and lab book in a state that is actually worth revising from.

And be curious out loud. The best questions in this room all year will come from students, not from me.