



ISS

SINGAPORE CAMPUS

Realising Potential

MOTHER TONGUE

K-12 LEARNING OUTCOMES & BENCHMARKS



Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

Explanation of terms:

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

Learning Outcomes: the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to

Benchmarks: specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by

It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.

Learning Outcomes and Benchmarks

Subject: LANGUAGE A - MOTHER TONGUE FINAL

Strand: LISTENING & SPEAKING

Grade/ Phase	Learning Outcome	Benchmarks
11 & 12 (self-taught)	<p>Students will be able to:</p> <ul style="list-style-type: none">· Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style.· Demonstrate a command of terminology and concepts appropriate to the study of literature.· Demonstrate an ability to express well-organized oral arguments.· demonstrate an ability to present a sustained and detailed literary oral commentary	<p>Students will be able to show their understanding by :</p> <ul style="list-style-type: none">· Presenting an individual oral commentary of an extract taken from one of the works studied in parts 2 and 4.· Engaging in literary discussion to show their knowledge and understanding of texts.· Delivering a structured and focused commentary using a formal spoken register.· Listening carefully and responding to the views of others in an age and context appropriate manner.
10	<p>Students will be able to:</p> <ul style="list-style-type: none">· Develop the skills involved in listening and speaking.· Develop critical and personal approaches to studying and analysing literary works.	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none">· Contributing to class discussions regarding different film genres.· Discussing the elements that comprise the different genres of film.· Listening (and watching) film trailers in other languages in order to identify the tone of the film.

	<ul style="list-style-type: none"> · Engage in literature from a variety of cultures and representing different time periods. · Use language as a vehicle for thought, learning, and self-expression. · Develop critical and personal approaches to studying and analysing literary works. · Use language as a vehicle for thought, learning, and self-expression. 	<ul style="list-style-type: none"> · Employing volume, articulation, speed, expression, enunciation, and body language when talking about their film trailer. · Discussing the elements that comprise the genre of historical fiction. · Discussing with the class the people, places, and events of their stories on their historical fiction maps. · Giving poetry readings, in their mother tongue, to their classmates. · Listening to poetry readings from their classmates. · Performing a dramatization of one of their self-written poems from their poetry anthology. · Giving a character report on one of the characters from their independent novel study. · Listening to opinion articles in order to determine the author's tone. · Speaking their own opinion on a topic in the form of a speech.
9	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Develop critical and personal approaches to studying and analysing literary works. · Develop the skills involved in listening and speaking. · Engage in literature from a variety of cultures and representing different time periods. · Use language as a vehicle for thought, learning, and self-expression. 	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> · Listening to stories from other cultures around the world. · Sharing (speaking) their self-written stories with the class. · Sharing (speaking) their instructional language and informational guides with the class. · Speaking each other's mother tongues from the instructional

	<ul style="list-style-type: none"> · Engage in literature from a variety of cultures and representing different time periods. · Use language as a vehicle for thought, learning, and self-expression. · Develop the skills involved in listening and speaking. 	<p>language and informational guide presentations.</p> <ul style="list-style-type: none"> · Listening to podcast stories from Holocaust survivors. · Sharing (speaking) what they learned about the Holocaust during the 'gallery walk' activity. · Listening to (and watching) the film <i>The Boy in the Striped Pyjamas</i> · Sharing their character monologues with the class. · Speaking in their mother tongue as a voice-over in their iMovie book trailers. · Listening to the iMovie trailers presented in class.
8	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Use language as a vehicle for thought, learning and self-expression · Develop the skills involved in listening and speaking · Develop critical and personal approaches to studying and analysing literary works 	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> · Describing country (of values from own country) · Recounting plot (from point of view of one of characters) · Justifying opinions on aspects of author choices/aspects of novel · Employing: volume / articulation / speed / expression / enunciation / body language · Engaging in identifying key points + inference + Note taking · Working with Elementary students · Contributing to class discussions on literary / visual / audio analysis

	<ul style="list-style-type: none"> Engage in literature from a variety of cultures and representing different time periods 	<ul style="list-style-type: none"> Creating and presenting poetry analysis using MT and support audio / visual Responding to peer poetic presentations
7	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Use language as a vehicle for thought, learning and self-expression Develop the skills involved in listening and speaking Develop critical and personal approaches to studying and analysing literary works Engage in literature from a variety of cultures and representing different time periods 	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> Describing aspects of own language/ text analysis (character/ethics) presentation Identifying key points + taking notes + Oral presentation of poem from own country + Responding to movie “The Hunger Games” + employing volume / articulation / speed / expression / enunciation / body language Deconstructing audio/visual supported ballads Being introduced to range of presentation of same/different resources
6	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Use language as a vehicle for thought, learning and self-expression Develop the skills involved in listening and speaking 	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> Presenting an interview with a “character” from the text Taking notes, responding to oral and visual stimuli Drawing and presenting comparison between oral and visual presentations of “same” material

Learning Outcomes and Benchmarks

Subject: LANGUAGE A - MOTHER TONGUE FINAL

Strand: WRITING

Grade/ Phase	Learning Outcome	Benchmarks
11 & 12 (self-taught)	<p>Students will be able to: Analyse</p> <ul style="list-style-type: none">· Comprehend, respond to, and analyse a wide variety of literary texts <p>Students will be able to: Organise and Produce</p> <ul style="list-style-type: none">· Apply understanding of the author's craft	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none">· Making connections within and between texts.· Commenting on the effects of literary and non-literary features.· Interpreting, in different ways, the reader's response to the author's style and techniques. <p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none">· Producing essays on a known text, and compare and contrast two or more known texts.· Producing commentaries on a previously unseen text.· Using paragraphing, transitions and clear argumentation to create coherence.· Applying literary and non-literary terms in a range of writing styles.

	<p>Students will be able to: <i>Use Language</i></p> <ul style="list-style-type: none"> · Apply knowledge of English Conventions in writing 	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Selecting vocabulary, sentence structures and punctuation in the appropriate context and register.
10	<p>Students will be able to: <i>Analyse</i></p> <ul style="list-style-type: none"> · Comprehend, respond to, and analyse a wide variety of literary texts <p>Students will be able to: <i>Organise and Produce</i></p> <ul style="list-style-type: none"> · Apply understanding of the author’s craft <p>Students will be able to: <i>Use Language</i></p> <ul style="list-style-type: none"> · Apply knowledge of English Conventions in writing 	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Explaining/discussing/analysing plot/content, theme, characterization, tone, message, context in focus genre. · Writing a film review on a film viewed in their mother tongue, to develop the skills involved in writing a critical commentary in their mother tongue (language to inform). · Responding to literature through chapter questions, tone and theme discussions. <p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing a historical fiction story, using factual information to explore and communicate creative language (language to entertain), · Writing a poetry analysis of a mother tongue poem to critically analyse the poem and the poet’s choices. <p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Writing a literary essay in their mother tongue, exploring the author’s style through plot development. · Writing opinion articles in their mother tongue, developing the skills involved in writing in their mother tongue (language to persuade).

9

Students will be able to:

Analyse

- Comprehend, respond to, and analyse a wide variety of literary texts

Students will be able to:

Organise and Produce

- Apply understanding of the author's craft

Students will be able to:

Use Language

- Apply knowledge of English Conventions in writing

Students will be able to show their understanding by:

- Writing regular journal entries based on a prompt from the novel.
- Writing a film review, in their mother tongue, based on the film *The Boy in the Striped Pyjamas*.
- Writing a monologue, in their mother tongue, based on a character from the novel.
- Writing a character diary entry, in their mother tongue, based on an important event in the novel.
- Writing their own instructional language and informational guide, based on their mother tongue and native country.
- Writing a folktale, in their mother tongue, based on an event in their life.
- Writing on-going chapter summaries on the novel of their choice.
- Writing a short script for their iMovie book trailer on their novel
- Selecting vocabulary, sentence structures and punctuation in the appropriate context and register.
- Selecting appropriate mother tongue vocabulary, sentence structures, and punctuation in the appropriate context and register.

<p>8</p>	<p>Language A Mother Tongue students will be able to:</p> <p>Analyse</p> <ul style="list-style-type: none"> · Apply language A skills and knowledge in a variety of contexts <p>Organise and Produce</p> <ul style="list-style-type: none"> · Develop the skills involved in writing <p>Use of Language</p> <ul style="list-style-type: none"> · Use language as a vehicle for thought, creativity, learning · Engage in information and communication technology in order to explore language 	<p>Language A Mother Tongue students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Explaining/discussing/analysing plot/content, theme, characterization, tone, message, context in focus genre: analytical essay, news report · Planning structured essay /literary responses (newspaper report, editorial) · Responding to literature through chapter questions, tone and theme discussions, quiz, puzzles, quote association · Researching vocabulary (meaning/expansion/spelling (character)/history)
<p>7</p>	<p>Language A Mother Tongue students will be able to:</p> <p>Analyse</p> <ul style="list-style-type: none"> · Apply language A skills and knowledge in a variety of contexts 	<p>Language A Mother Tongue students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Explaining/discussing/analysing plot/content, theme, characterization, message, context, literary techniques in focus genre: Personal Letter, Essay - commentary/comparative, · Responding to literature: chapter questions, quiz, puzzles, quote association · Planning and implementing structured essay/literary responses/ intext-referencing

	<p>Organise and Produce</p> <ul style="list-style-type: none"> · Develop the skills involved in writing <p>Use of language</p> <ul style="list-style-type: none"> · Use language as a vehicle for thought, creativity, learning · Engage in information and communication technology in order to explore language 	<ul style="list-style-type: none"> · Responding to literature: chapter questions, quiz, puzzles, quote association · Researching vocabulary (meaning / expansion / spelling or character / history)
6	<p>Language A Mother Tongue students will be able to:</p> <p>Analyse</p> <ul style="list-style-type: none"> · Develop the skills involved in writing by applying language A skills and knowledge in a variety of contexts <p>Organise and Produce</p> <p>Use of language</p> <ul style="list-style-type: none"> · Use language as a vehicle for thought, creativity, learning · Engage in information and communication technology in order to explore language 	<p>Language A Mother Tongue students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Responding to literature: chapter questions, quiz, puzzles, characterization through in text -referencing · Planning and presenting structured paragraph, essay planning/writing; use in text - referencing and direct and indirect speech; age appropriate level of language skills in focus genre: Personal letter, guide, diary, auto/biography, structured essay, narrative (OCCR) · Researching vocabulary (meaning/expansion/spelling or character/history...) using range of resources

Learning Outcomes and Benchmarks

Subject: LANGUAGE A - MOTHER TONGUE FINAL

Strand: READING

Grade/ Phase	Learning Outcome	Benchmarks
11 & 12 (self-taught)	<p>Students will be able to: <i>Analyse</i></p> <ul style="list-style-type: none">· Comprehend, respond to, and analyse a wide variety of texts <p>Students will be able to: <i>Organise and Produce</i></p> <ul style="list-style-type: none">· Comprehend and apply skills and strategies <p>Literature students will be able to: <i>Use of language</i></p> <ul style="list-style-type: none">· Read fluently using skills and strategies of the reading process· Demonstrate an appreciation for reading	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none">· Evaluating and comparing, through the study of Works in Translation, the way individual and cultural perspectives affect people's understanding of such aspects as gender roles, ethical decisions and ways of life.· Analysing poetry and prose, using a range of approaches and literary terms, in order to write and speak a detailed commentary.· Making interpretations and supporting these with cited, textual evidence.· Distinguishing and evaluating the features of novels, poetry, drama and essays from different periods.· Evaluating and comparing pre-20th century texts, particularly at Higher Level, so students have exposure to a broad literary tradition.· Presenting research on social, historical and literary contexts as a written summary and an interactive oral.· Applying the tools of literary analysis through detailed analysis of extracts from texts as well as complete texts.· Evaluating the author's style and purpose.· Explaining how texts relate to real life.

		<ul style="list-style-type: none"> · understanding the relevance of literature · Maintaining their reading habit through independent reading.
10	<p>Students will be able to: Analyse</p> <ul style="list-style-type: none"> · Comprehend, respond to, and analyse a wide variety of texts <p>Students will be able to: Organise and Produce</p> <ul style="list-style-type: none"> · Comprehend and apply skills and strategies 	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Identifying plot, setting, characterization, theme, tone, and use of literary devices, point of view, content and context, voice, symbolism in focus genre. · Reading online film reviews to help them better understand the proper structure and format of a film review. · Reading historical fiction stories, exploring and analysing aspects of other cultures, including their own. · Reading poems in their mother tongue, developing a critical and creative approach to analysing poetry. · Reading a novel in their mother tongue, analysing the literary style of the author. <p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Finding information, identifying main idea, sequencing, predicting, summarizing, inferring, and identifying fact or opinion, point of view and/or purpose. · Reading opinion persuasive articles, developing a critical and personal approach to analysing the author’s use of language in these text types.

	<p>Students will be able to: <i>Use Language</i></p> <ul style="list-style-type: none"> · Read fluently using skills and strategies of the reading process · Demonstrate an appreciation for reading 	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Evaluating the author’s style and purpose. · Explaining how texts relate to real life. · Understanding the relevance of literature. · Maintaining their reading habit through independent reading.
9	<p>Students will be able to: <i>Analyse</i></p> <ul style="list-style-type: none"> · Comprehend, respond to, and analyse a wide variety of texts 	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Reading a class novel in English, analysing the literary style of the author. · Reading a class novel in English, developing a critical and personal response to the literature and context of the story. · Reading a novel in their mother tongue, analysing aspects of their own culture through this literary work. · Reading a novel in their mother tongue, analysing the literary style of the author. · Identifying plot, setting, characterization, theme, tone, and use of literary devices, point of view, content and context, voice, symbolism in focus genre. · Reading online travel guides (in English) to aid them in their research in creating their own travel guides (in their respective mother tongues) for their home countries. · Finding information, identifies main idea, sequence, predict, summarize, infer, and identify fact or opinion, point of view and/or purpose.

	<p>Students will be able to: <i>Organise and Produce</i></p> <ul style="list-style-type: none"> · Comprehend and apply skills and strategies <p>Students will be able to: <i>Use Language</i></p> <ul style="list-style-type: none"> · Read fluently using skills and strategies of the reading process · Demonstrate an appreciation for reading 	<ul style="list-style-type: none"> · Evaluating the author’s style and purpose. · Reading stories in both English and in their respective mother tongues. · Explaining how texts relate to real life. · Understanding the relevance of literature. · Maintaining their reading habit through independent reading.
8	<p>Students will be able to: <i>Analyse</i></p> <ul style="list-style-type: none"> · Develop the skills involved in reading · Develop a critical, creative and personal approach to reading and analysing literary and non-literary works by applying language A skills and knowledge · Explore and analyse aspects of own and other cultures representing different time periods, through literary a works <p><i>Organise and Produce</i></p> <ul style="list-style-type: none"> · Demonstrate comprehension of genre and techniques through reproduction 	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Finding information, identify main idea, sequence, predict, summarise, infer, identify fact or opinion, point- of- view and/or purpose · Identifying plot, setting, characterisation, theme, tone, use of literary devices, point of view, content and context (poetry), voice, symbolism in focus genre: narrative, poetry, newspaper, historical documentary · Participating in guided reading of class texts and participate in class discussion on cultural/time difference · Producing works using genre/techniques acquired in focused reading

	<p>Use of language</p> <ul style="list-style-type: none"> · Use language as a vehicle for thought and learning 	<ul style="list-style-type: none"> · Building vocabulary banks (Eng./MT) · Participating in regular reading of texts in own language
7	<p>Students will be able to:</p> <p>Analyse</p> <ul style="list-style-type: none"> · Apply language A skills and knowledge · Develop the skills involved in reading · Develop a critical, creative and personal approach to reading and analysing literary and non-literary works <p>Organise and Produce</p> <ul style="list-style-type: none"> · Demonstrate comprehension of genre and techniques through reproduction <p>Use of language</p> <ul style="list-style-type: none"> · Use language as a vehicle for thought and learning · Investigate structure and history of the language 	<p>Students will be able to show their understanding by:</p> <ul style="list-style-type: none"> · Identifying theme, plot, tone, structure, content, context, · Finding information, identify main idea, sequence, predict, summarise, infer, fact or opinion, point- of- view/purpose · Recognising author’s techniques and effects of setting, imagery (in poetry: simile, metaphor, personification) in focus genre: narrative, poetry · Producing works using genre/techniques acquired in focused reading · Demonstrating knowledge and understanding using text details in a logical manner <ul style="list-style-type: none"> · Building vocabulary banks (Eng./MT) · Participating in regular reading of texts in own language · Presenting “lesson” on MT

6

Students will be able to:

Analyse

- Develop a critical, creative and personal approach to reading and analysing literary and non-literary works
- Develop the skills involved in reading

Organise and Produce

- Demonstrate comprehension of genre and techniques through reproduction

Use of language

- Develop a lifelong interest in reading widely

Students will be able to show their understanding by:

- Using comprehension knowledge and understanding techniques: plot (narrative), theme, setting, imagery, recognition of author's use of techniques in focus genre: narrative, diary, autobiography
- Finding information, identifying main idea, sequencing, predict, point-of-view, vocab meaning in context
- Producing works using genre/techniques acquired in focused reading
- Building vocabulary banks (Eng./MT)
- Participating in regular reading of texts in own language

Learning Outcomes and Benchmarks

Subject: LANGUAGE A - MOTHER TONGUE FINAL

Strand: VIEWING & PRESENTING

Grade/ Phase	Learning Outcome <i>Students will be able to...</i>	Benchmarks
11 & 12 (self-taught)	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">· Identify visual elements in film as an interpretation of the written text.· Evaluate dramatic features of scenes from the film version of a text.· Identify and evaluate the social and cultural context of a text.	<p><i>Students will be able to show their understanding by :</i></p> <ul style="list-style-type: none">· Critically evaluating film to appreciate and make relevant connections to cultural context.· Dramatizing excerpts from plays and novels.· Using GoogleDocs and PowerPoint to present a detailed analysis of individual texts.
10	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none">· Develop the skills involved in viewing and presenting.· Engage with information and communication technology in order to explore language.· Develop critical and personal approaches to studying and analysing literary works.· Use language as a vehicle for thought, learning, and self-expression.	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none">· Responding orally to visual stimuli.· Viewing film trailers and full-length films in order to learn about the different genres of film.· Viewing films in their mother tongue, developing a critical approach to analysing the context of the film· Presenting a film trailer of their choice, in their mother tongue, to the class.· Presenting their historical fiction maps to the class to explain about the characters, location, and events of their story.

	<ul style="list-style-type: none"> · Develop critical and personal approaches to studying and analysing literary works. · Use language as a vehicle for thought, learning, and self-expression. 	<ul style="list-style-type: none"> · Viewing each other’s historical fiction maps in order to better understand the characters, location, and events of the story. · Viewing spoken word poetry videos as an introduction to the unit. · Presenting one of their self-written poems to the class in the form of a poetry dramatization. · Presenting their character report to the class, based on a character from their independent novel. · Viewing various persuasive language articles (opinion, informational, etc.) from online journals. · Presenting their own opinion article in the form of a speech.
<p>9</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Use language as a vehicle for thought, learning, and self-expression. · Develop critical and personal approaches to studying and analysing literary works. · Use language as a vehicle for thought, learning, and self-expression. · Engage with information and communication technology in order to explore language. · Use language as a vehicle for thought, learning, and self-expression. · Develop critical and personal approaches to studying and analysing literary works. · Use language as a vehicle for thought, learning, and self-expression. 	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> · Presenting their own folktale to the class. · Viewing other instructional language and informational guides as examples for creating their own. · Presenting their own instructional language and informational guides to the class. · Viewing short clips, articles, and other stories about the Holocaust and its survivors. · Presenting to the class what they learned on a topic connected with the Holocaust in our ‘gallery walk’ activity. · Viewing the film <i>The Boy in the Striped Pyjamas</i>.

		<ul style="list-style-type: none"> · Present their character monologue to the class in their mother tongue. · Presenting their iMovie book trailers to the class. · Viewing each other's iMovie book trailers based on their independent novel.
8	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> · Use language as a vehicle for thought, learning and self-expression · Develop the skills involved in viewing and presenting · Develop critical and personal approaches to studying and analysing literary works · Engage with information and communication technology in order to explore language 	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> · Responding orally to visual stimuli · Taking notes, identifying key aspects of Language A skills and knowledge + recognising and employing speed / volume / articulation / body language for communication + basics of visual interpretation (audio/, camera angles, light ,shape, size, texture, position, colour, esp. Create/present poem (MT) · Comparing text and visual · Students will present and view individual responses to poetry from range of cultures/times · Using IT to present analytical response to MT poem · Using sound/visual to convey language A skills (poetry analysis: Theme, content, message, tone)
7	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> · View and critically analyse a range of visual texts, communicating understanding through oral questions / responses · Identify elements and techniques that make visual texts effective 	<ul style="list-style-type: none"> · Using PowerPoint presentation and respond to peer question · Employing IT to make poetry presentation, comparison of movie and text

6	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> · View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media. · Identify elements and techniques that make visual texts effective and draw on this knowledge to create their own visual effects. 	<p><i>Students will be able to show their understanding by:</i></p> <ul style="list-style-type: none"> · Interpreting techniques used in visual (sound, lighting, line, colour, size) · Creating/presenting poem (MT)
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2		
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K1		
K2		