



# Middle Years Programme Subject Guide

## Approaches to Learning

Approaches to Learning (ATL) is concerned with the development of effective study skills, sometimes referred to as “learning how to learn”. Found near the center of the IB MYP model, ATL are the essential skills students need in order to be successful in each of their courses and which should enable them to be effective lifelong learners. These skills are categorized into five areas: **communication** (oral and written), **social** (collaboration and digital citizenship), **self-management** (organization, reflection and affective), **research** (information and media literacy) and **thinking** (problem solving, critical, creative thinking and transfer).

The aim of ISL’s ATL programme is to develop the intellectual discipline and habits of mind that enable the capacity for problem-solving and effective decision-making. ATL provides students with the tools to take responsibility for their own learning. ATL skills are explicitly taught in all subjects and by all teachers.

An ATL Coordinator exists within the school to coordinate the programme so that students experience a smooth progression of skills as they progress from year to year.

## Concepts

Concepts are how we make sense of the world. When new information is perceived, the mind relates it to previous experiences. This allows us to assimilate new material and develop conceptual understanding. As we pass through life, our concepts change as the diversity of information we encounter increases. If our brain works in this manner then it is logical to teach in this way.

Whilst concepts provide the organizational power of the mind, knowledge is an essential element of them. Indeed, concepts and skills would not exist without the individual facts and experiences we have learned during our lives. Some examples of concepts include: **change, development, identity, and systems**. These concepts allow connections to be made between subjects and act as the basis of interdisciplinary work.

## Global Contexts

Many topics are impossible to teach in their entirety and any issue can be approached from many different angles.

Students relate better to information that is meaningful to them. In the MYP this is done by presenting material within one of six global contexts. These contexts are a continuation of the transdisciplinary themes of the PYP and allow students to continuously develop their understanding of how the information they encounter fits into the wider world.

In every MYP unit, the content is explored through one of the following global contexts:

- Identities and relationships – possible explorations of beliefs, values, health and relationships
- Orientation in space and time – possible explorations of personal histories, migrations of humankind and turning points in history
- Personal and cultural expression – possible explorations of the ways in which we express ideas, cultures and beliefs as well as how we extend and enjoy our creativity
- Scientific and technical innovation – possible explorations of the natural world and its laws, including the consequences that result from human activity
- Globalization and sustainability – possible explorations of the interconnectedness of human activities and the impacts of decision making
- Fairness and development – possible explorations of rights and responsibilities, peace and conflict resolution.

## MYP Subject Groups

The MYP curriculum requires the teaching of eight compulsory subject groups. The subjects retain their own identity and are taught as discrete subjects. During the year, some topics are explored across a number of subject areas to form an interdisciplinary unit of work. Our curriculum is challenging and engaging and students explore different ways of learning. We build upon the curiosity and creativity that students bring from the IB PYP and continue to encourage intellectual risk-taking. We strive to equip our students with critical and independent thinking skills that prepare them for the rigor of further education anywhere in the world.

The IB sets the aims and objectives for eight different curriculum areas and ISL decides what content is the most appropriate and suitable for each year of the programme.

### Years 7 to 9 Lesson Allocation

Demonstrates knowledge of the art form studied, including concepts, processes, and the use of appropriate language; demonstrates knowledge of the role of the art form in original or displaced contexts; uses acquired knowledge to inform the students' artwork.

Subject Area	Subject(s)	Number of Lessons		
		Year 7	Year 8	Year 9
Language and Literature	English	5	5	5
Language Acquisition	French*	5	4	4
	Spanish or German**	n/a	4	4
Arts	Separate courses in visual arts, drama, music	6 (two of each)	4 (one each trimester)	4 (one each trimester)
Individuals and Societies	Integrated course including history, geography and social systems	5	5	5
Mathematics	Mathematics	5	5	5

Physical and Health Education	PE, swimming	4	4	4
Sciences	Integrated course including biology, chemistry and physics	5	5	5
Design	Integrated course including product and digital design	4	4	4

\* Students in the learning support or English as an Additional Language (EAL) programme will not take French in Year 7.

\*\* Students in the learning support or EAL programme will not take Spanish or German in Years 8 and 9.

### Year 10 Lesson Allocation

In Year 10, students have six compulsory subjects and two options to make in their courses. One of these options must be a creative subject (Design, Visual Arts, Music or Drama).

Compulsory Subjects	Lessons Per Week
Language and Literature – English	5
Language Acquisition – French	5
Mathematics	5
Sciences – Biology/ Chemistry/ Physics (combined)	8
Individuals and Societies	5
Physical and Health Education	4

Optional Creative Subjects	Lessons Per Week
Design	4
Visual Arts	4
Music	4
Drama	4
Individuals and Societies	5
Physical and Health Education	4

Other Optional Subjects	Lessons Per Week
Language Acquisition – Spanish or German	4
Academic Coaching	4
EAL	4

Considerations for the options:

- **Spanish** and **German** courses are designed for students who have already studied the language for two years. Both courses are foreign language courses. If a student decides to discontinue Spanish and German in Year 10 they will not be able to recommence in Year 11 or in the IB DP.
- **Academic Coaching** and **English as an Additional Language (EAL)** are mainly for students already attending this class. If you think you may need additional help in this area please contact our Assistant Principal - IB Middle Years Programme Coordinator.
- **Music** students should have a preferred instrument, and are strongly encouraged to have a private instrumental teacher. The school can assist in arranging this. Instruments could include keyboard, percussion, guitar, woodwind, brass, string instruments or voice. The cost of these lessons is borne by the family.

### Year 11 Lesson Allocation

In Year 11, students have five compulsory subjects and four options to make in their courses.

One of these options must be a science (Biology, Chemistry or Physics) and one must be a creative subject (Design, Visual Arts, Music or Drama). However, students are free to select more than one science or creative subject.

<b>Compulsory Subjects</b>	<b>Lessons Per Week</b>
Language and Literature – English	5
Language Acquisition – French	5
Mathematics – standard or extended	5
Individuals and Societies – Humanities	5
Physical and Health Education	4

<b>Optional Science Subjects (must choose at least one)</b>	<b>Lessons Per Week</b>
Biology	4
Chemistry	4
Physics	4

<b>Optional Creative Subjects (must choose at least one)</b>	<b>Lessons Per Week</b>
Digital Design (computer programming)	4
Product Design (materials and product development)	4

Visual Arts	4
Music	4
Drama	4

Other Optional Subjects	Lessons Per Week
Language Acquisition – Spanish or German	4
Academic Coaching	4
EAL	4

Considerations:

- **Design:** There are separate courses for Digital Design and Product Design. Digital Design focuses on programming and is useful for those thinking about the Computer Science course in the IB Diploma. Product Design focuses on designing, making and testing physical products using a combination of manual and automated methods and is useful for those thinking about doing Design Technology in the IB Diploma. Due to staffing restrictions, unfortunately we cannot allow students to take both courses.
- **Spanish** and **German** courses are designed for students who have already studied the language for three years. Both courses are foreign language courses and are appropriate for students who are considering taking Language B in the IB Diploma.
- **Academic Coaching** and **English as an Additional Language (EAL)** are mainly for students already attending this class. If you think you may need additional help in this area please contact Mr Anderson.
- **Music** students should have a preferred instrument, and are strongly encouraged to have a private instrumental teacher. The school can assist in arranging this. Instruments can include keyboard, percussion, guitar, woodwind, brass, string instruments or voice. The cost of these lessons would be borne by the family.

## **Arts: Visual Arts, Music and Drama**

The Creative Arts Department at ISL equally embraces music, visual art and drama. Each discipline has its own mode of expression giving the student the opportunity to create, perform, critic and consume. Throughout the middle school, the Creative Arts Department enhances student learning by providing a holistic learning environment. Students are encouraged to think creatively, to work collaboratively, particularly in performance and presentation, to be reflective and open-minded. It is our aim to develop each student's individual and unique potential, thus enriching their lives and developing their interests in the areas of visual and performing arts. The philosophy of the arts programme at ISL is to create a holistic working environment as well as to develop the minds of the students into becoming creative and critical thinkers in preparation for a fast developing modern world.

The application of skills, the realization of ideas and the emphasis on process as well as product enables students to develop fully their powers of expression and individual creativity. Through problem-solving and creative experiences students become inquirers and risk-takers, thus developing an attitude of individual responsibility for their own creative growth and discovery, and increased self-confidence and esteem.

Assessment for visual arts, drama and music in all years of the programme is criterion-related, based on four equally weighted assessment criteria. Students can expect to be summative assessed on each criterion at least twice a year. The criteria are linked to the objectives for the course, and they become increasingly demanding as the student progresses through the MYP.

### **Criterion A - Knowledge and Understanding**

Demonstrates knowledge of the art form studied, including concepts, processes, and the use of appropriate language; demonstrates knowledge of the role of the art form in original or displaced contexts; uses acquired knowledge to inform the students' artwork.

### **Criterion B - Developing Skills**

Demonstrates the acquisition and development of the skills and techniques of the art form studied; demonstrates the application of skills and techniques to create, perform and/or present art.

### **Criterion C - Thinking Creatively**

Outlines a clear and feasible artistic intention; outlines alternatives, perspectives, and imaginative solutions; demonstrates the exploration of ideas through the developmental process to a point of realization.

### **Criterion D - Responding**

Outlines connections and transfer learning to new settings; creates an artistic response inspired by the world around them; evaluates the artwork of self and others.

Students will have the opportunity to enhance and develop their creative thinking skills, observe and critique the works of others as well as developing a wide variety of skills in production of art works, presentation and performance.

**Knowledge and understanding** - Students will study a variety of art forms from the traditional to the avant-garde. They will widen their vocabulary of genre and learn to differentiate and make comparative studies between the works of renowned artists, playwrights and musicians. Being given the opportunity to form their own opinions and invariably articulate a transition of their knowledge into their own works.

**Technique and skill** - Although the programme is very much designed to enhance the creativity of the student, many workshops and activities focus on developing the technical skills of the student. Formative tasks and summative tasks will be designed to allow a student to reach a certain level of skills in visual arts, drama and music.

The use of an arts process journal encourages and records experimentation, critical and creative thinking. The intention of the process journal is to contribute to students' ability to see the transference of processes; these are used in the three different arts disciplines.

Students should take personal ownership and responsibility for their journals. Its function is not a pretty formalized portfolio of best works but an evolving record of the artistic intentions, processes, accomplishments and journey of the student artist. Students are encouraged and guided on how to use these journals from MYP year 1, thus as they enter year 4 and 5, they have thoroughly understood the significance of process, research, experimentation and the importance of the development of an idea to a fruitful conclusion.

**Thinking creatively** - Tasks are set from MYP year 1 to 5 to help the students develop their creativity, inspire projects, problem solve, evidence of this is seen in the process journal.

**Critical thinking** - In an ever changing world, where you are only as good as yesterday's idea, classes are designed to help students become investigators, researchers and make decisions on their work and of others. Questioning artistic intention, the communication between the artist and the audience as well as how we define art and the different genre.

### **Arts in Context**

**Visits to local art galleries** - When possible, we provide students with the opportunity to visit art galleries thus exposing them to works of other artists. All students are invited to the Diploma Programme exhibition where they can interview the artists and get insight to the process and development of ideas in which a student has gone through. Le Musée de l'Art Brut situated in Lausanne houses the biggest art brut collection in the world. Every year, we visit this with students from MYP year 5 and use this as a stimulus for an arts project across all three disciplines.

**Arts Showcase** - Throughout the year we are active in the arts; we have the "Arts Showcase" which is an exhibition of the arts from MYP year 1 to 5, including artworks, theatrical presentations and musical performances. Every student in the MYP has at least one piece of work on display.

### **Musical Recitals and theatre and performance**

As well as our arts in the classroom, we have many extra-curricular arts; productions, plays, musical recitals vocal and instrumental and a large case musical theatre production every year. We also have a concert band comprised of over 20 students and teachers.

**Visiting artist and theatrical group:** We also provide opportunities for the students to work and experience external theatrical companies as well as visiting musicians. Professional UK based theatre company Idle Motion comes once a year, offering workshops and performance. Every year we also have a travelling Shakespeare company who put on professional performances for the whole community. We have invited a range of professional musicians into the classroom including musicians playing "world music" from African to Australian to name but a few.

The interest from the students is thriving and we have a large uptake of student interest for arts subjects in MYP year 4 and 5, with most students opting to take two arts subjects: In our new facilities students have more space to practice their music, with the incorporation of 10 new music practice rooms. One of the art rooms is specifically assigned for three-dimensional projects, allowing more activities such as batik, clay, and printmaking to take place. The inclusion of an allocated large exhibition space and a brand new auditorium, media suite and a recording studio has increased our possibilities and serve to help an already successful vibrant arts department to grow. Providing opportunities for more innovation and development of ideas, helping students to fulfil their unique creative potential and artistic skills.

## Design

"MYP Design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of the subject group. MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. In MYP design, a solution can be defined as a model, prototype, product or system that students have developed and created independently."

IBMYP Design Subject Guide September 2014



### The Design Cycle

The Key Concepts for MYP Design are indicated by the shaded cells in the table below:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

### Assessment Criteria

Students will be assessed on each of the criteria at least twice in each academic year.

<b>Criterion A</b>	Inquiring and analysing	<b>Maximum 8</b>
<b>Criterion B</b>	Developing ideas	<b>Maximum 8</b>
<b>Criterion C</b>	Creating the solution	<b>Maximum 8</b>
<b>Criterion D</b>	Evaluating	<b>Maximum 8</b>

The assessment criteria focus on each stage of the design cycle, and the outcomes therein, and they encourage students to develop their research, design, planning and evaluation techniques for the duration of each project. Over the course of the five years, the students will be expected to progress from designing for themselves to solving real life problems by designing for others. Students' design folios will be assessed using the MYP Design criteria, although task specific versions will often be developed to clarify for the students what is being assessed. For the final two years of the MYP, students in Design will have their projects assessed using the following criteria:

## Assessment Methods

Criterion	Maximum	Possible Assessment Methods
<b>A</b>	8	Mind mapping, product analysis, survey techniques, materials testing, SWOT analysis, decision making.
<b>B</b>	8	Creative solution, design communication, annotation, decision making.
<b>C</b>	8	Gantt charts, production plan, project management, technical/practical skills.
<b>D</b>	8	reflection, product testing, prototyping, user trips

### Design @ ISL

When studying MYP Design, the students are encouraged to develop their solutions using a wide range of resources from our cutting edge materials lab and IT suite. The students' laptops contain a number of professional software packages to allow them to develop skills based on the tools that industry is currently using e.g. the full Adobe suite and the entire range of Autodesk applications; which includes Inventor 2018 and Revit architectural software. The IT lab contains full class sets of the latest Lego Mindstorms Robotics kits, as well as an ever evolving provision for digital film-making and special effects.

The machines available for use in the workshop range from the more traditional hand and power tools that allow for the manipulation of wood, metals and plastics, to cutting edge CNC (computer numerically controlled) router, laser cutters and 3D printers. This allows the students to focus on their own particular strengths or areas of interest when planning a solution.

The department strives to provide a varied, stimulating and meaningful curriculum, and there are many highlights over the course of the five years. We also strive to make links with the community and are proud to have collaborations with external bodies throughout our program ranging from projects working with the likes of LED Safari to hosting events like the Girls Codeathon in collaboration with EPFL.

## Individuals and Societies

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term "the humanities" (such as history, economics and geography).

The IB's approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with "the human story" as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that "other people, with their differences, can also be right" (IB mission statement).

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

The key concepts contributed by the study of individuals and societies are as follows:

**Change** is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

**Global interactions** focus on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

The intrinsically linked concepts of **time, place and space** refer to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").

For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. Place is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. Space relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to "place and space" can be understood on multiple scales (including local, regional, national and global).

**Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.

Assessment for Individuals and Societies in all years of the programme is criterion-related, based on four equally weighted assessment criteria. Not all criteria are assessed on every task: the criteria used for the task are dependent upon the nature of the task. Students can expect to be summatively assessed on each criterion at least twice a year. The criteria are linked to the objectives for the course, and they become increasingly demanding as the student progresses through the MYP.

### **Criterion A – Knowledge and understanding**

Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

- use terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

### **Criterion B – Investigating**

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

In order to reach the aims of individuals and societies, students should be able to:

- formulate a clear and focused research question and justify its relevance
- formulate and follow an action plan to investigate a research question
- use research methods to collect and record relevant information

- evaluate the process and results of the investigation.

### **Criterion C – Communicating**

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- document sources of information using a recognized convention.

### **Criterion D – Thinking Critically**

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

In order to reach the aims of individuals and societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories
- synthesize information to make valid arguments
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- interpret different perspectives and their implications

(IB MYP Individuals and Societies Guide, 2014)

Assessment tasks for MYP individuals and societies courses often involve investigations or research that leads to an extended piece of writing, tests and a variety of other oral, written and multimedia assignments. These assessments vary in length and may assess just one objective or several.

## Language A: Language and Literature

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Ultimately, literacy, the mastery of language, gives students agency in the world: the ability to critically read, and thoughtfully produce, text empowers young people to understand and influence the world in which they are growing up.

Our English department wants students to appreciate the importance and beauty of literature: its power to teach us new things, to build our sense of empathy, to transport us to different worlds, and to capture truths about what it means to be human. We also want students to understand that reading critically does not stop with the traditional texts of the classroom. Our curriculum encourages students to see that they are being constantly bombarded with texts, both visual and written. It has become increasingly evident in recent years that we have a duty to ensure that that young people do not grow up as passive, credulous consumers of everything they read and see around them. And so, we place an emphasis on the idea that non-literary, or “everyday”, texts also need to be read, understood, critically evaluated, analysed and unpicked.

As our students develop their abilities as readers, they also, in parallel, develop their creative abilities as writers and producers of texts: from poetry and stories, to films and advertisements, from letters and speeches, to websites and memoirs, our curriculum encourages students to see writing as a tool that can have an impact on an audience and that, through communicating effectively, language can affect change.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

*IB MYP Language and literature guide, 2014*

Assessment for language and literature in all years of the MYP programme is criterion-related, based on four equally weighted assessment criteria. Not all criteria are assessed on every task: the criteria used for the task are dependent upon the nature of the task. Students can expect to be summatively assessed on each criterion at least twice a year. The criteria are linked to the objectives for the course, and they become increasingly demanding as the student progresses through the MYP.

**Criterion A - Analysing**

Identify and comment upon significant aspects of texts; identify and comment upon the creator's choices; justify opinions and ideas, using examples, explanations and terminology; identify similarities and differences in features within and between texts.

**Criterion B - Organizing**

Employ organizational structures that serve the context and intention; organize opinions and ideas in a logical manner; use referencing and formatting tools to create a presentation style suitable to the context and intention.

**Criterion C - Producing text**

Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process; make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience; select relevant details and examples to support ideas.

**Criterion D - Using language**

Use appropriate and varied vocabulary, sentence structures and forms of expression; write and speak in an appropriate register and style; use correct grammar, syntax and punctuation; spell and pronounce with accuracy; use appropriate non-verbal communication techniques.

Through studying MYP language and literature, students will show an increasing awareness of the power of language—both in their own and others' language use. Students will be able to use and interpret language suitably for a variety of intentions and contexts.

Students should work with both familiar and previously unseen texts, in order to practise, develop and demonstrate their language and literature skills. Students should engage with texts from different times, places, cultures, geographical regions, historical periods and perspectives.

Students are assessed on their performance in the following skills:

**Oral communication**

Oral communication encompasses all aspects of listening and speaking—skills that are essential for language development, for learning and for relating to others. Oral communication enables students to construct meaning through the process of articulating thoughts in a variety of ways. Debates, role plays, discussions, Socratic seminars, oral essays, lectures, speeches, interviews, simulations, poetry recitals, and dramatic as well as oral interpretations of literature are all examples of learning experiences students may engage with in order to develop their oral communication skills, both as listeners and speakers.

**Written communication**

Written communication encompasses all aspects of reading and writing. Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, as well as the author's techniques and effects. Writing allows us to develop, organize and communicate thoughts, ideas and information. Fiction and nonfiction in a variety of genres (for example, novels, short stories, biographies, autobiographies, diaries, letters, pastiches, parodies, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails,

websites, appeals, brochures, leaflets, editorials, interviews, magazine articles, manifestos, reports, instructions and guidelines) are all text types students may engage with to develop their written communication skills, both as readers and writers.

### **Visual communication**

Visual communication encompasses all aspects of viewing and presenting. Viewing and presenting means interpreting or constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. Visual texts present information; learning to interpret this information and the ability to understand and use different media are invaluable skills. Engaging with visual texts gives students the opportunity to understand the ways in which images and language interact to convey ideas, values and beliefs. Advertisements, works of art, performance art, dramatic interpretations, postcards, graphic novels, animations, cartoons, comics, films, music videos, video clips, newspapers and magazines, graphs, tables, diagrams, leaflets, posters and television programmes are all examples of visual text types students may engage with in order to develop their visual communication skills, both as viewers and presenters.

The English language and literature programme is varied and provides students with a number of opportunities and extension beyond the school curriculum. Some of the highlights include:

- **A wide range of texts and creation processes.** In preparation for an increasingly digital and fast-changing world, we ensure that students read and learn to express themselves in a range of registers and media, from Gothic poetry, to informative websites, to online opinion columns, to film adaptations of literature, to news articles.
- **Visiting authors.** In recent years, we have had the pleasure to welcome Melvin Burgess and Marcus Sedgwick, amongst many other famous children's authors. Authors have come in to school to run workshops and speak to the students about writing. We have also had in guest speakers on a wide range of topics related to literature; for example, Niall de Burca came into perform stories from around the world, while showing students how to effectively grip an audience's attention.
- **Subject trips and visits.** The department runs trips to see English language theatre produced locally and hosts a theatre company performing at the school once a year. We also take year 10 students to London to see Shakespeare performed at The Globe. We make use of our beautiful surroundings as a source for poetic inspiration with a creative writing trip to the mountains in year 8.
- **Strong ties with the school library.** Regular library visits are integrated into the curriculum, and the teachers make full use of the library for their classes to research and draw on the librarian's special expertise.
- **Encouragement of creative writing.** The department has arranged thematic poetry days and competitions to promote poetry in the school. We also publish a literary magazine that showcases ISL talent.

## Language Acquisition

An international school in a multilingual continent is in an ideal situation to promote the learning of languages other than one's own. International understanding, an essential ingredient in the ethos of any international school, is enhanced by the acquisition of additional languages and an understanding of their related cultures. New ways of travelling and communicating with people in other countries are making the world a smaller place and the relevance of linguistic and cultural pluralism is clear.

Living in a French-speaking canton of Switzerland, next door to France, explains why **French** is our first foreign language. Students are able to use and practise French in their everyday environment where its relevance is apparent. In fact, it becomes, after a few years, a second language to a number of our students.

The importance of **Spanish** as a world language, both in Europe and in the United States, explains why it is chosen as an optional second foreign language from Years 8 to 13. Its importance in European and South American culture make it rich in educational possibilities.

Living in Switzerland, where two thirds of the population speaks German, and with Germany, Austria and Liechtenstein as our neighbours, explain why **German** is taught in Years 8 to 13. The study of German will allow students to gain more insight into the culture of the country in which they live, as well as enable them to make links and draw comparisons with other Germanic languages, such as English.

*IB Website 2007*

Assessment in language acquisition is based on four equally weighted assessment criteria, and is criterion-related in all years of the programme.

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken, written and visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

**Criterion A**

A comprehension task comprising spoken and visual text in the target language and questions relating to both. Examples of tasks: video clips, film sequences, dialogues, advertisements and websites.

**Criterion B**

A comprehension task comprising written and visual text in the target language and questions relating to both. Examples of tasks: newspaper articles, a chapter of a novel, presentations and written speeches.

**Criterion C**

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Example of tasks: An oral presentation with questions to check understanding, the critique of a film, discussions, stories or add a chapter to a novel.

**Criterion D**

This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

Example of tasks: Oral presentations with questions to check understanding, a critique of a film, discussions, a page of a diary, writing a story or adding a chapter to a novel.

The French students have the advantage of living in a French-speaking part of Switzerland and use the language outside the classroom; they have the opportunity to join French-speaking clubs.

Moreover, the department organises class outings to different plays or films relevant to the students' studies and appropriate to their age group.

Years 10 to 12 Spanish students are offered a trip to Barcelona.

Years 10 to 12 German students are offered a trip to Berlin.

# Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

*MYP Mathematics Guide 2014*

## Criterion A - Knowing and Understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

In order to reach this aim, students should be able to:

- **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations
- **apply** the selected mathematics successfully when solving problems
- **solve** problems correctly in a variety of contexts.

## Criterion B - Investigating Patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.

In order to reach this aim, students should be able to:

- **select** and **apply** mathematical problem-solving techniques to discover complex patterns
- **describe** patterns as general rules consistent with findings
- **prove**, or verify and justify, general rules.

## Criterion C - Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

In order to reach this aim, students should be able to:

- **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- **use** appropriate forms of mathematical representation to present information
- **move** between different forms of mathematical representation
- **communicate** complete, coherent and concise mathematical lines of reasoning
- **organize** information using a logical structure.

### Criterion D - Applying Mathematics in Real-Life Contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

In order to reach this aim, students should be able to:

- **identify** relevant elements of authentic real-life situations
- **select** appropriate mathematical strategies when solving authentic real-life situations
- **apply** the selected mathematical strategies successfully to reach a solution
- **justify** the degree of accuracy of a solution
- **justify** whether a solution makes sense in the context of the authentic real-life situation.

Assessment incorporates the 4 **criteria** of MYP Mathematics listed below. Students will be awarded a level of achievement for each criterion for individual assessment tasks and at the end of each semester.

Criterion A	Maximum 8	Possible assessment methods: Tests, projects, investigations, homework
Criterion B	Maximum 8	
Criterion C	Maximum 8	
Criterion D	Maximum 8	

### The Mathematics Kangaroo

This is a spring time international event open to ALL students. It takes the form of a competition, but with an accent on playfulness, inclusiveness and fun. All of the Secondary School (except Y13) participates in this event.

### ISMTEF Mathematics competitions

The International School Mathematics Teachers Foundation (ISMTEF) organises Mathematics competitions for maths enthusiasts, at the level of Middle School (MS), Lower High School (Junior) and Upper High School (Senior). Different International Schools play hosts to these competitions, which typically take place in February/March. ISL usually sends 3-6 students to each of the competitions.

**SMO - Swiss Mathematics Olympiads**

The school will be supporting any student willing to enter local rounds of the Swiss Mathematical Olympiads. Though open to anybody, these events are targeted at the top end of mathematical ability. Questions are available in English.

## Physical and Health Education

MYP physical and health education (PHE) aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

The aims of MYP PHE are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

*IB MYP Physical and Health Education Guide 2014*

There are **four objectives** which relate directly to the assessment criteria.

### Criterion A - Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology effectively to communicate understanding.

### Criterion B - Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health
- develop goals and apply strategies to enhance performance.

### Criterion C - Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively
- demonstrate and apply a range of strategies and movement concepts
- analyse and apply information to perform effectively.

### Criterion D - Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills
- analyse and evaluate the effectiveness of a plan based on the outcome.
- analyse and evaluate performance

Assessment incorporates the 4 criteria of MYP listed below. Students will be awarded a score for each criterion based on their learning for that section of the year.

Criterion	Maximum	Possible Assessment Methods
A	8	Tests and assignments, refereeing activities.
B	8	Through inquiry design, analyse, evaluate and perform a plan in order to improve performance. Examples include designing a gymnastics or dance routine or planning a personal fitness programme.

<b>C</b>	8	Skills assessment, modified and full sided games and performances of an aesthetic nature. Objective tests, for example, fitness and athletics measurements may be used if appropriate.
<b>D</b>	8	Self-assessment and teacher observations. Video analysis. Reflections throughout the year.

### **Year 7**

Aquatics: swimming

Aesthetics: creative movement

Gymnastics: gymnastics

Racquet/ Net games: badminton

Field games: field games

Court games: netball, basketball

### **Year 8**

Aquatics: water safety

Aesthetics: dance

Gymnastics: gymnastics

Racquet/ Net games: volleyball

Field games: touch rugby

Court games: handball, uni-hockey

### **Year 9**

Aquatics: water polo

Fitness: fitness IDU

Aesthetics: creative movement

Racquet/ Net games: badminton

Field games: field games

Court games: basketball

Theory of PE: PHE, science IDU

### **Year 10**

Fitness: fitness

Aesthetics: dance

Racquet/ Net games: volleyball, racquet games

Field games: football

Court games: basketball

Theory of PE: fitness

### **Year 11**

Fitness: fitness

Aesthetics: boxe française

Racquet/ Net games: volleyball, badminton, table tennis

Field games: football

Court games: basketball

Theory of PE: fitness

### **Highlights of the curriculum**

- a wide range of team and individual sports taught
- aesthetic activities
- aquatics
- health and fitness topics
- use of technology e.g. i-pads, video assessments, heart-rate monitors
- indoor and outdoor facilities including one double and one single sports hall, four tennis/netball courts, one football field, an outdoor basketball court, a fitness room and a multi-purpose room
- a wide range of specialist sports equipment
- whole secondary school sports day.

## Science

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation.

*IB MYP Sciences guide, 2014*

MYP science seeks to foster inquiry, curiosity and ingenuity while developing the knowledge, skills and attitudes that form the foundation for sciences in the DP and beyond. MYP science endeavors to prepare students to interpret and evaluate scientific information as active participants in our technologically advanced society. The programme places a strong emphasis on finding connections between science and everyday life, particularly the role of science in addressing the social, economic and environmental challenges that our species faces.

There are four assessment criteria in the sciences. These are linked to the MYP sciences aims and objectives.

### Criterion A - Knowing and understanding

This criterion assesses the ability to:

- explain scientific knowledge
- apply scientific knowledge & understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments.

### Criterion B - Inquiring and designing

This criterion assesses the ability to:

- explain a problem or question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables and explain how data will be collected
- design scientific investigations

### Criterion C - Processing and evaluating

This criterion assesses the ability to:

- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- evaluate the validity of the method
- explain improvements or extensions to the method.

### Criterion D - Reflecting on the impacts of science

This criterion assesses the ability to:

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
- apply scientific language effectively
- document the work of others and sources of information used

Assessment incorporates the 4 criteria of MYP Science listed below. Students will be awarded a level of achievement for each criterion for individual assessment tasks and at the end of each semester.

Criterion	Possible Assessment Methods
<b>A</b>	Tests and exams, media article analysis, analysis of experiments, carried out by others, oral presentations.
<b>B</b>	Laboratory experiments, field studies.
<b>C</b>	Scientific investigations, laboratory reports, data analysis questions.
<b>D</b>	Essays, case studies, research projects, oral presentations and debates.

### Putting Science in Context

- All students in Year 9 complete the Science Fair, which is based on a different theme each year. Previous subjects have included rock/ paper/ scissors, potatoes and myth busters.
- ISL has several bee hives on site which are maintained by the bee keeping club. Becoming an apiarist can be a rewarding experience. Students can learn how a hive operates as well as harvesting honey, making candles and soap.
- Curriculum visits include a trip to Mont Terri rock laboratory in the Jura.

## Personal Project

The personal project is the culmination of the students time within the MYP. It is a significant piece of work devised by the student spanning over nine months, from May in Year 10 to February in Year 11. Each project is set within a global context and draws upon knowledge and skills from several different areas. The personal project allows the student to pursue a personal interest about which the student is genuinely enthusiastic, passionate and motivated to investigate.

Each student is supervised by a teacher who provides guidance and encouragement throughout the process. The project consists of three main elements:

**Personal engagement:** demonstrated through a process journal which records the thoughts, feelings and research accumulated during the entire process.

**A product or outcome:** This can take many forms including but not limited to works of art, science experiments, an invention, a design article, a piece of fiction etc.

**A final report:** This is usually in written format with a maximum word count of 3,500 words and is completed during 'Personal Project Week' in January of Year 11 according to IB expectations.

Successful personal projects require the extensive use of a student's Approaches to Learning (ATL) as the planning, research and action phases are completed. The projects are assessed against criteria set out by the IB and students are awarded a separate grade of 1-7 for each of the three elements listed above.

The personal project is a mandatory element of the MYP programme and is an opportunity for students to showcase their learning and skills development throughout the five year programme. Students' projects are celebrated at the end of the process during the Personal Project Exhibition evening when the culmination of their work and research is presented to the ISL community.

## MYP Service Learning

Throughout the five years of the MYP, we aim to help our students develop an awareness of the service opportunities around them and give them the confidence to commit to and engage in Service Learning in a meaningful way. The ultimate goal is for students in the final years of the MYP to independently identify, plan and carry out Service Learning projects outside of the ISL community, in preparation for the Service Learning requirements of the IB diploma.

In order to get the most out of their Service Learning experiences, students should expect to be taken out of their comfort zone, and should aim to take action in situations they might normally avoid.

The following guidance is provided to the students, and provides an overview of our expectations of Service Learning for the students each year in the MYP.

### MYP Service Expectations

An effective Service Learning experience involves identifying an individual, a group of people or a community who have a genuine need, and then planning and undertaking action to meet this need. Alternatively, the service action may be in response to an environmental need.

Some Service Learning projects may come out of ideas which you have explored in class; or you may choose to carry out a project because you feel strongly about something, or as a result of something you have personally seen or experienced.

A number of service opportunities are organised by the school over the course of the year, which you can participate in. However, the very best Service Learning occurs when you identify, plan and carry out your own project.

Although there is no requirement that you complete a set number of hours, there is an expectation that you complete at least two significant service contributions over the course of the school year. These will fall into the following two categories and must fulfil the criteria for Service Learning set out by the school:

1. A long-term commitment project which you have planned and organised yourself. For example, working with [\*EVAM \(Etablissement Vaudois d'Accueil des Migrants\)\*](#), or participating in the Y11 Cambodia trip, or independently organising an event for other students to participate in. This may also include service work carried out in the holidays. You should discuss any holiday projects with Mr Aldersey in advance. In the summer, these would count for the following year. This means that a project in the summer after Year 11 could not count as an MYP service project.
2. A curriculum-linked project, planned and organised collaboratively as part of a curriculum topic.

## Curriculum Linked Service Projects

Year	Subject (topic)	Project	Dates
7	PHE (athletics)	Taking part in activities and sports with children with physical disabilities at <a href="#">La Cassagne</a> .	February – June (during school time)
8	Science (diet and health)	Working with <a href="#">Terre des Hommes</a> in Lausanne to raise awareness for the <a href="#">Universal Rights of the Child</a> , and raise funds for the work of Terre des Hommes with vulnerable children	Saturday 19 November 2016 (in Lausanne)
9	Design (LED Safari)	Creative upcycling of materials to produce functional solar powered lights which will be given to families in developing countries without electricity at home. Students will also produce language-free plans to allow the recipients to follow their method to replicate the product.	May – June (during school time)
10	Science (immunity and disease)	Creating video resources about vaccination for <a href="#">Medair</a> . Medair will publish and promote the best videos online during <a href="#">World Immunisation Week</a> (from Monday 24 to Sunday 30 April 2017).	March/ April (during school time)
11	Biology (agriculture and land use)	Participating in the <a href="#">Grangettes Clearance</a> , a wetlands conservation project near Villeneuve	Saturday 4 March 2017 (in Villeneuve)

ISL recognises that some activities are not appropriate for Service Learning. These include:

- Helping at events where the student has no significant investment in the planning or outcomes of the activity. This includes volunteering at the Halloween Party or Spring Fair, ushering or acting as host or front

of house at arts or sports events. All ISL students contribute to the community by volunteering to help at one school event per academic year.

- Any activity where the student is making a financial gain either for themselves or for another entity which is not an ISL-sanctioned charity.
- Any activity where the student is proselytising on behalf of a church or religion. We recognise that religious institutions do organise some excellent service activities, and these are entirely appropriate. However, activities that include spreading religious belief is not. For example, helping at a soup kitchen organised by a church could be good service, but teaching a Sunday school class is not.

### **Service Learning Reflections**

You will complete a full reflection for at least two of your service projects each year on managebac. This forms part of your MYP requirements, and will be summarised on your final end of year report.

This reflection will consist of a pre-reflection and a post-reflection. The pre-reflection is completed before you do the service action and the post-reflection is completed afterwards. You should use the headings and questions below to structure your reflection.

#### **Pre-Reflection**

- Background
  - What is the need?
  - Why does the need exist?
  - Who is affected?
- Personal motivation
  - Why do you want to act?
  - What effect do you hope to have through your action?

#### **Post-Reflection**

- Effectiveness of the project
  - What did you achieve?
  - How effective was your service project?
  - What was the impact of the project on the intended recipient(s)?
  - What were the ethical implications of the project? (i.e. was it 'right' to carry out this service, could it have unintended consequences which are at odds to its intentions?)
  - Looking back, is there anything you could change to make the service more effective?
- Personal reflection
  - How did doing this project make you feel?
  - What did you learn?
  - How have your ideas / thoughts / attitudes changed over the course of the project?

Remember, to get the most out of your service this year: get involved, try something new, and step out of your comfort zone!