



RAFFLES
WORLD ACADEMY

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IBMYP GUIDE MYP YEARS 1 – 5



International Baccalaureate™
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To empower students with a holistic, rigorous and international education for success in an ever-changing world.

CORE VALUES



PHILOSOPHY

- * To be recognized by the success of our students in achieving their personal goals.
- * To make student development the centre of all school decisions.
- * To aspire to the highest internationally recognized performance standards.
- * To celebrate our diversity of cultures, backgrounds and perspectives.
- * To build and celebrate a culture based on internationalism
- * To create a learning environment that will positively contribute to international and local communities.
- * To implement the IB Learner Profile in an innovative way.

BELIEFS

- * We believe that a healthy mind and body, a positive attitude and behaviour help one focus and learn.
- * We believe in the pursuit of excellence whilst balancing the academic, aesthetic and athletic facets of education.
- * We believe that teamwork between students, teachers and parents is critical to the overall learning process.
- * We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- * We believe that internationalism is vital for holistic education
- * We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.
- * We believe that the IB Learner Profile leads to the holistic development of students.

APPROACH

- * By benchmarking with the highest internationally recognized performance standards.
- * By developing each student's individual potential for leadership.
- * By empowering students with a global and a local perspective
- * By responding sensitively to the full range of students' educational needs.
- * By using technology to enhance learning.
- * By utilizing the IB curriculum and reinforcing the core of the programme models for our curriculum.

MOTTO

- * Towards excellence.

MIDDLE YEARS PROGRAMME

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The MYP aims to develop students who are:

- Active learners
- Internationally minded
- Able to empathize with others
- Have the intellect and skills to pursue lives of purpose and meaning.

As part of the IB continuum, the MYP is designed to help students develop the characteristics of the IB learner profile. It offers students opportunities to:

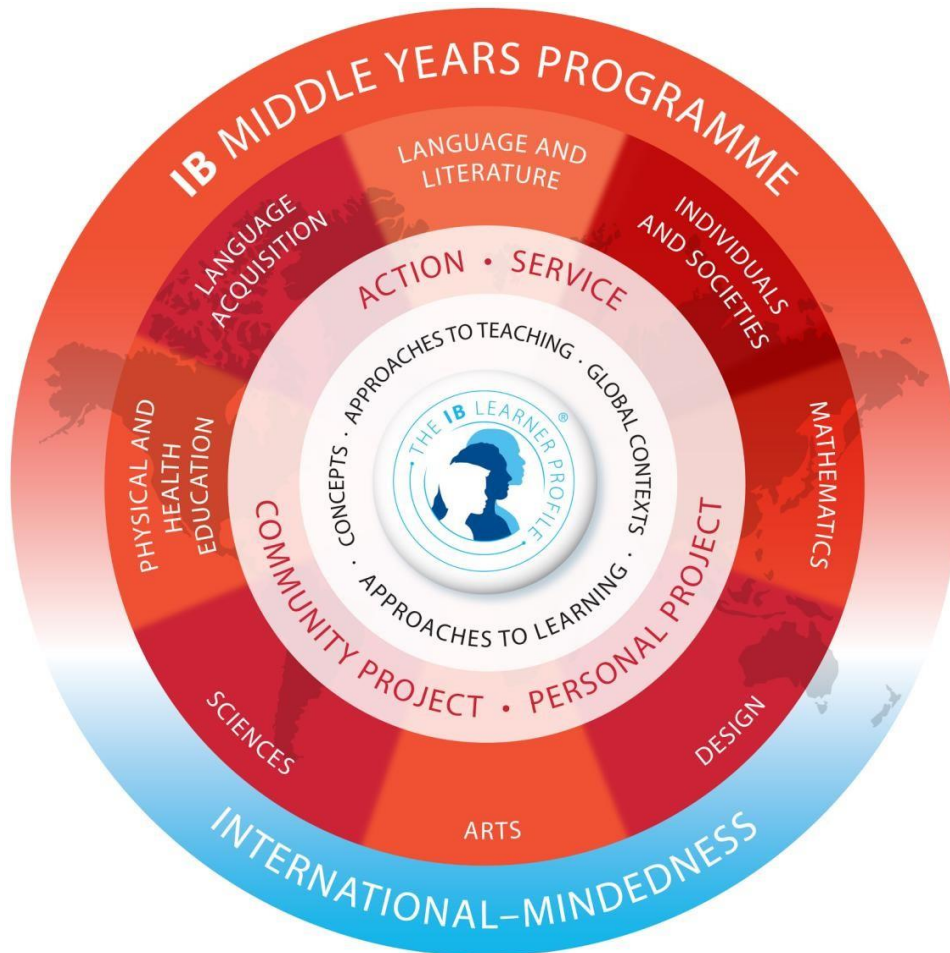
- develop their potential
- explore their own learning preferences
- take appropriate risks
- reflect on, and develop, a strong sense of personal identity

At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom.

MYP MODEL

IB Programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning



In the programme model for the MYP, the **first ring** around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to Learning (ATL) – demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching (ATT) – emphasizing MYP pedagogy, including collaborative learning through inquiry.
- Concepts – highlighting a concept-driven curriculum.
- Global contexts – showing how learning best takes place in context.

The **second ring** describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (*for students in MYP year 5*) or community project (*for students in MYP years 3 or 4*)

The **third ring** describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject-group: for example, history or geography within individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject-groups are connected through global contexts and key concepts.

LEARNER PROFILE

From its beginning, the MYP was guided by three principles that have had special currency for learners aged 11–16, inspired by the IB mission: *holistic learning*, *intercultural awareness* and *communication*. These fundamental concepts of the programme provided a strong foundation for teaching and learning in the MYP. They represent an early attempt to establish a philosophy of international education that the IB now recognizes more fully with the adoption of the IB learner profile across the IB continuum.

Holistic learning, intercultural awareness and communication are implied in, or are a part of, the IB learner profile, especially in the attributes "*balanced*", "*open-minded*" and "*communicators*".

Contemporary MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgment.

At the centre of international education in the IB are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

GLOBAL CONTEXTS

“The heart of contextual teaching and learning is the connection that leads to meaning. When young people can connect the content of an academic subject... with their own experience, they discover meaning, and meaning gives them a reason for learning. Connecting learning to one’s life makes studies come alive.” (Johnson 2002)

In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms “international” and “global” describe that world from different points of view.

- * **“International”** refers to the perspective of the world’s constituent parts, nation states and their relationships with each other.
- * **“global”** refers to the perspective of the planet as a whole.

Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.

Global contexts focus on explorations of our common humanity and shared guardianship of the planet, reflecting on local, national and global communities, as well as real-life.

Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged.

Teachers impact on student learning by providing engaging and inspiring global contexts that contribute towards development of the attributes of the IB learner profile. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action (*Westera 2009*).

In the MYP, learning contexts are authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme.

In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today, encouraging them to develop creative solutions and understanding. The MYP encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

MYP global contexts, provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the PYP, creating relevance for adolescent learners.



CONCEPTUAL UNDERSTANDING

“What matters is not the absorption and regurgitation either of facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise. (Alec Peterson, first IB Director General 2003: 47)

A concept is a “*big idea*”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or a place in time (*Wiggins and McTighe 1998*). Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of a subject.

Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.

MYP programme design uses two kinds of concepts: key and related

Key concepts, contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

Related concepts, grounded in specific disciplines, explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Concepts can be interpreted differently and explored from various perspectives and at different levels of complexity. As students develop and deepen their understanding, they can use concepts to innovate, address challenges and solve problems.

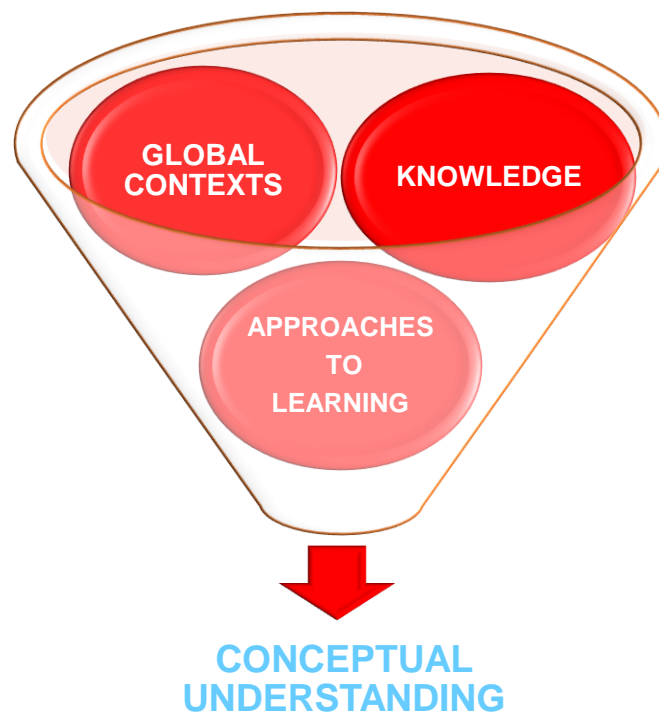
A concept-driven curriculum encourages idea-centred teaching and learning. The MYP prescribes key concepts (overarching) and related concepts (subject-specific) to better ensure a common basis of conceptual understanding is developed in MYP schools that will provide students with a sound foundation for future learning.

- * MYP students start with a statement of inquiry and develop concepts in global contexts.
- * Each unit in MYP has with one key concept and two related concepts.
- * Teachers and students develop a statement of inquiry (using the key concept and related concepts) and use inquiry questions
- * There are three types of inquiry questions *factual*, *conceptual* and *debatable* to explore the statement of inquiry.
- * Through their inquiry, students develop specific interdisciplinary (ID) and disciplinary approaches to learning skills (ATLs).

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, shown in the table below, represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

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

Related concepts and their definitions are specific to each MYP subject and teachers use these to develop MYP units.



STATEMENT OF INQUIRY

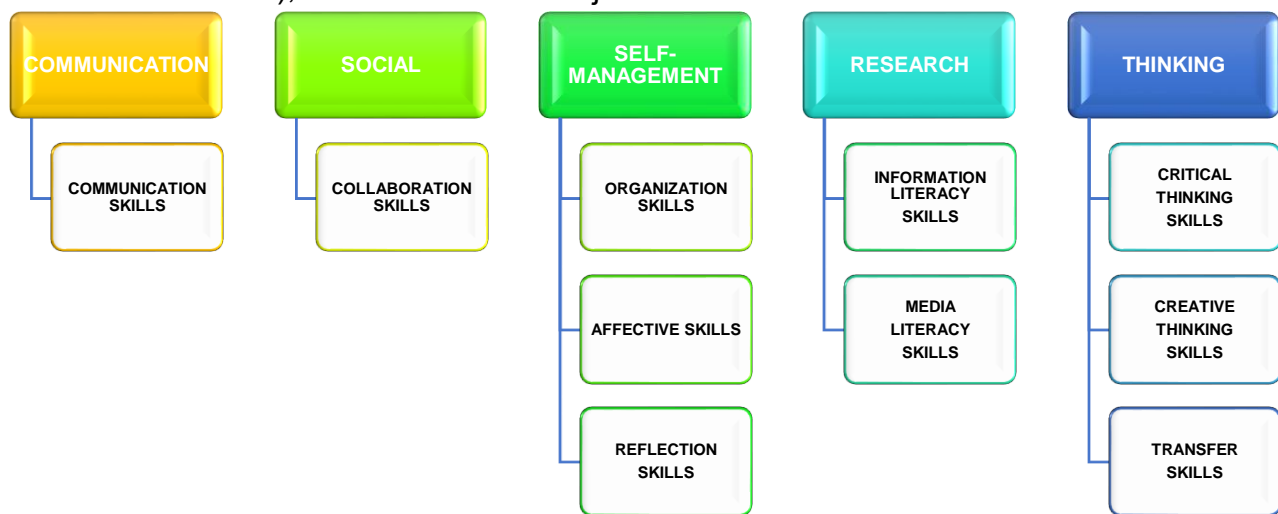
Teachers construct the statement of inquiry for a unit by combining a key concept, one or more related concepts, and a global context for the unit into a meaningful statement that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content.

“Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself.” (Erickson 2007; Marzano 2009).

APPROACHES TO LEARNING (ATLs)

Through ATL in IB programmes, students develop skills that have relevance across the curriculum that help them “*learn how to learn*”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters. In the MYP, teachers identify ATL skills—general as well as subject-specific—that students will need to develop, through their engagement with the unit’s learning experiences (including formative assessments), to meet the unit’s objectives.



The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programmes like the DP and the IBCC. Assessments involving ATL often require students to use information from different sources critically and to make appropriate use of technology.

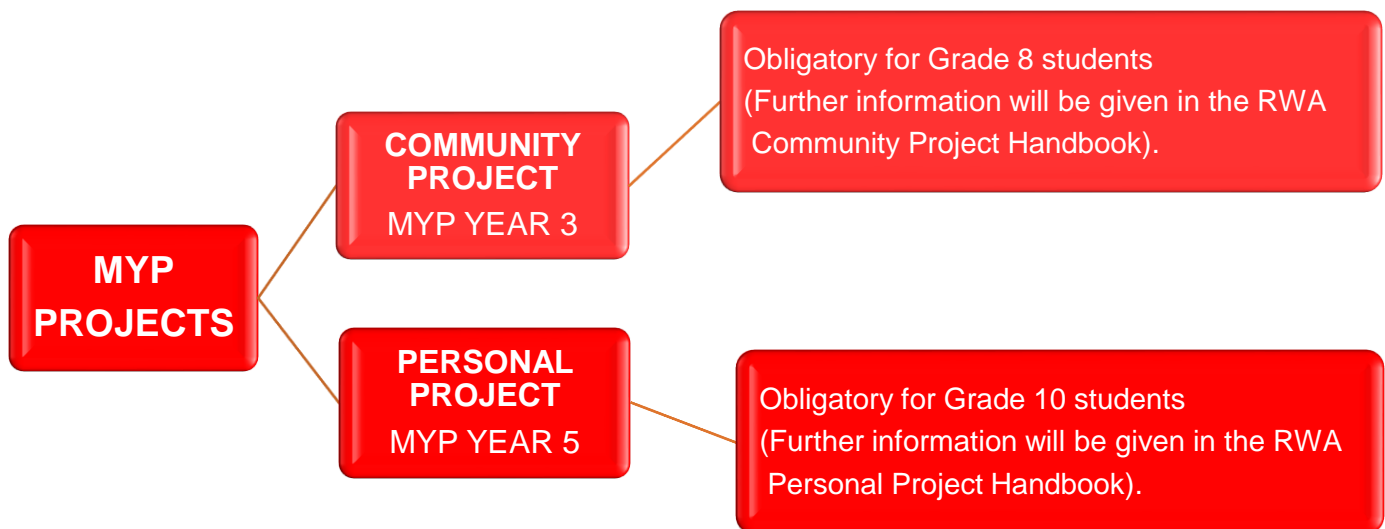
When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following.

Novice/beginning observation	students are introduced to the skill, and can watch others performing it
Learner/developing emulation	students copy others who use the skill and use the skill with scaffolding and guidance
Practitioner/using demonstration	students employ the skill confidently and effectively
Expert/sharing self-regulation	students can show others how to use the skill and accurately assess how effectively the skill is used

A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

MYP PROJECTS

MYP projects are student-centred and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills:



COMMUNITY PROJECT: The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

PERSONAL PROJECT: The personal project encourages students to practise and strengthen their ATL skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

SERVICE AND ACTION

Action (*learning by doing and experiencing*) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. *Service, as a subset of action*, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.

Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme's educational philosophy and as a practical outcome of students' learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

In the IB continuum, this continues with the service component of the DP's Creativity, Activity, Service (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions. Students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. This offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become "actors" in the "real world" beyond school.

Students meet curriculum objectives through principled action through service with others; providing students with ideas and opportunities through which they might choose to take or organize action themselves through service with others; using global contexts that invite students to initiate their own inquiry into local expressions of global challenges. (International Baccalaureate, 2014)

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- * *become more aware of their own strengths and areas for growth*
- * *undertake challenges that develop new skills*
- * *discuss, evaluate and plan student-initiated activities*
- * *persevere in action*
- * *work collaboratively with others*
- * *develop international-mindedness through global engagement, multilingualism and intercultural understanding*
- * *consider the ethical implications of their actions.*

These **seven** learning outcomes for service identify the substance of students' self-reflection on service as action. All these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

ASSESSMENT – CRITERION RELATED

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process. The purpose of assessment is:

- * To provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
- * To diagnose learning problems and student needs.
- * To ascertain that learning outcome is in alignment with curriculum objectives and goals.
- * To act as a feedback mechanism for curriculum development.

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome. The MYP requires teachers to organize continuous assessment, over the course of the program, according to specified criteria that correspond to the objectives of each subject group. Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent.

The IBO gives objectives and assessment criteria for each subject area. Student achievement levels are based upon their meeting the criteria for that level. In order to maintain world-wide standards RWA participates in external moderation of assessment in order to validate internal student assessment.

Staff training and internal moderation ensures staff applies the criteria correctly. RWA also informally assesses individual student approaches to learning in a subject. Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

MYP Assessment Criteria

- * The IBO gives objectives and assessment criteria for each subject area.
- * There are four assessment criteria for each subject group.
- * Student achievement levels are based upon their meeting the criteria for that level.
- * In order to maintain worldwide standards RWA participates in external moderation of assessment to validate internal student assessment.

This quality control combined with staff training and internal moderation ensuring the correct application of the criteria.

The MYP assessment criteria across subject groups can be summarized as follows:

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

The final achievement level is on a **1 – 7** scale and the holistic level descriptors are defined on the next page.

An example would be that if the student achieved 18 out of a maximum possible of 30 when all the criteria are added together, he/she would receive an overall MYP grade of 4 for the subject.

The grade boundaries are the same for every MYP subject, however, the grade boundaries for the externally assessed eAssessments will vary slightly every year as these are determined at the Grade Award Level Meetings by IB Chief and Principal Examiners.

MYP general grade descriptors

The table provides a means of converting the criterion levels total into a grade based on a 1-7 scale.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Criterion Based Assessment

Assessment in the MYP is based on observations of what a student *can do* and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development and is designed to help them determine what the next steps on their path to learning should be.

Assessment is therefore *formative* and *summative*.

Formative assessment is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks.

Summative assessment is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set to judge students' achievement in relation to the objectives of the course.

The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

Teachers must ensure that they assess their students' performance fairly, fully and appropriately. To achieve this, a variety of assessment tools are used for assessment. This enables a holistic understanding of what the student 'can do'. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list.

- * Compositions – musical, physical, artistic
- * Creation of solutions of products in response to problems
- * Essays
- * Examinations
- * Questionnaires
- * Investigations
- * Research
- * Performances
- * Presentations – verbal (oral or written), graphic (through various media)

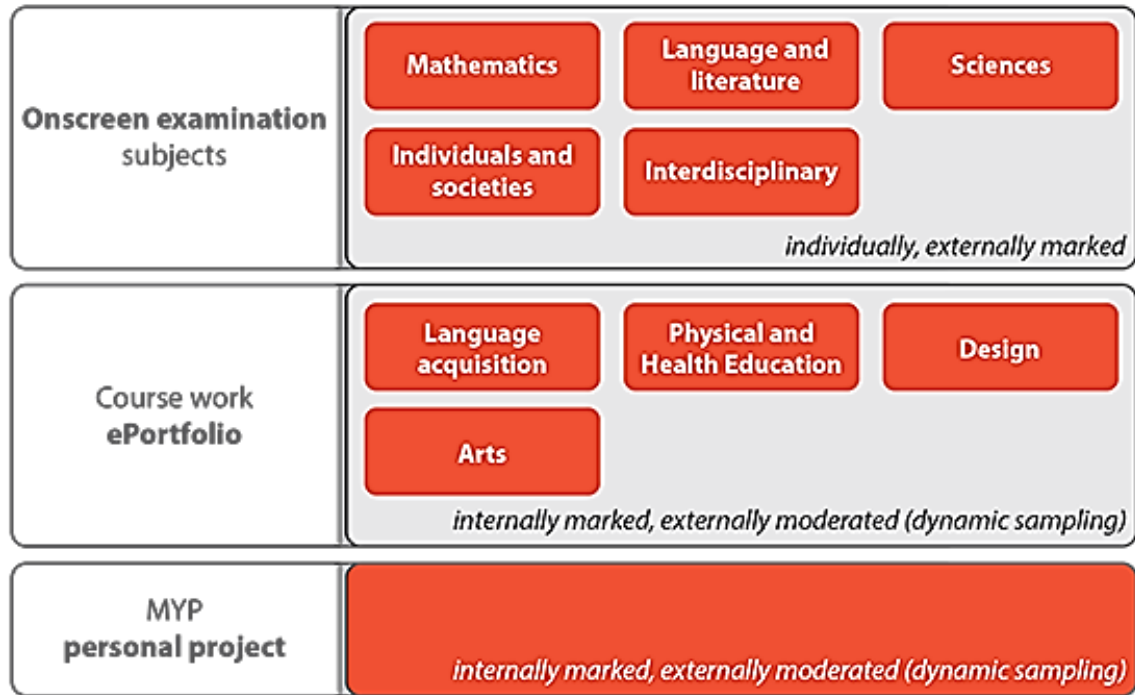
Each task provided to students will be accompanied by a student friendly criterion for assessment in a task-specific clarification sheet. These will provide all details of what is expected of the student, how they will be assessed and what levels they will achieve. There will be guidance for the development of specific ATL skills through each task.

In the report teachers comment on the student's achievement level and how they can improve for each strand of a specific criterion.

In addition, teachers also comment on the student's ATL achievement as below expectations, meeting expectations or above expectations.

External Assessment

The IB introduced a new MYP assessment model in 2016 that includes mandatory moderation of the Personal Project, ePortfolios and on-screen examinations in MYP Year 5.



How does eAssessment work?

Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:

1. ePortfolios of coursework, including a compulsory ePortfolio for the Personal Project.
2. on-screen examinations, with each exam lasting two hours.

The information below shows how these two types of assessment are divided across the MYP:

ePortfolios - The following subject groups are assessed at RWA via ePortfolios: Arts, Design, PHE, Personal Project and Language Acquisition. A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the exam event based on a partially completed unit plan set by the IBO: The Global Context and the Inquiry questions given to students. These will be internally assessed by the teacher, standardized by other teachers within RWA and then externally moderated.

On-screen examinations - The following subject groups are assessed at RWA via on screen examinations: English A, Arabic A, Maths, Sciences, Individuals and Societies. Each on-screen exam comprised of two or three tasks. One task is connected with, inspired by or derived from the chosen global context. This will be the same for all types of assessment for the session.

Continuous assessment

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

In keeping with the ethos of approaches to learning, we also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer - and self-assessment. (International Baccalaureate, 2015)

The following are the details of the subjects and its assessment criterion offered at RWA:

Ministry of Education (MOE) Requirements

First Language Arabic or Arabic A: From Grade 6 to Grade 12 it is compulsory for students who have Arabic nationalities and/or passports to take Arabic A. If students plan on going to a university in the UAE taking Arabic A is a necessary requirement to enter.

Islamic B: is Islamic studies taught in English to the non -Arabic Muslims. It is a compulsory subject by the MOE from Grade 1 to 11 for all Muslim students. The subject depends mainly on ethical issues like obedience to parents, respect, family and domestic life, and stories of the Prophets.

Islamic A: on the other hand, is taught for the Arab Muslims. It has the same recommendations and MOE rules. It deepens the Understanding of the pillars of Islam and the actions that perform an ideal Muslim society from both spiritual and practical perspectives. It has reciting of AYAT (verses) from the Holy Quran which is considered to be The Main Islamic guide.

LANGUAGE AND LITERATURE – ENGLISH

'Literature is the art of discovering something extraordinary about ordinary people and saying with ordinary words something extraordinary.' Boris Pasternak

Language is fundamental to learning, thinking and communicating, therefore it permeates the whole curriculum here at Raffles World Academy. Students develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

As students' progress through their MYP language and literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. Some of the texts students access are: *Goodnight Mister Tom* by Michelle Magorian, *Of Mice and Men* by John Steinbeck, *Twelfth Night* by William Shakespeare and *Lord of the Flies* by William Golding. These texts will provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

The MYP English A course is 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 are listening, speaking, reading, writing, viewing and presenting, and develop as both independent and interdependent skills. They are centered 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.

The aims of MYP language and literature are to encourage and enable students to:

- * use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- * develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- * develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- * engage with text from different historical periods and a variety of cultures

- * explore and analyze aspects of personal, host and other cultures through literary and non-literary texts

OBJECTIVES

Objective A: Analyzing

Through the study of language and literature, students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of the text, and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose of producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are the central lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of language and literature, students should be able to:

- Analyse the content, context, language, structure, technique and style of text(s) and the relationship among text
- Analyse the effect of creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

Students should understand and be able to organise their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognise the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of language and literature, students should be able to:

- Employ organisational structures that serve the context and intention
- Organise opinions and ideas in a sustained, coherent and logical manner
- Use references and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of studying language and literature, students should be able to:

- Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

- ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. Select relevant details and examples to develop ideas.

Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of studying language and literature, students should be able to:

- i. Use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. Write and speak in a register and style that serve the context and intention
- iii. Use correct grammar, syntax and punctuation
- iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. Use appropriate non-verbal communication techniques.

Language and literature assessment criteria:

Criterion	Description	Maximum Mark
A Analysing	identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts identify and explain the effects of the creator's choices on an audience justify opinions and ideas, using examples, explanations and terminology interpret similarities and differences in features within and between genres and texts.	8
B Organising	employ organizational structures that serve the context and intention organize opinions and ideas in a coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention.	8
C Producing Text	produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering 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 develop ideas.	8
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 (alphabetic languages), write (character languages) and pronounce with accuracy use appropriate non-verbal communication techniques.	8

LANGUAGE AND LITERATURE – ARABIC

المعيار أ: التحليل

الحد الأقصى: 8

في نهاية السنة الثالثة، يجب أن يكون بوسع الطلاب:

- أ. تحديد وشرح محتوى النص/النصوص وسياقها ولغتها وبنيتها وتقنياتها وأسلوبها والعلاقة بينها.
 ب. تحديد وشرح آثار اختيارات المُبدع على الجمهور.
 ت. تبرير الآراء والأفكار باستخدام الأمثلة والشروح والمصطلحات.

مستوى التحصيل	التقدير اللفظي للمستوى
0	لا يحقق الطالب المعيار الذي تصفه أي من التقديرات اللفظية المدرجة أدناه.
2-1	<p>الطالب:</p> <p>أ. يُقدِّم قدراً قليلاً من تحديد أو شرح المحتوى والسياق واللغة والبنية والتقنية والأسلوب، ولا يشرح العلاقة بين النصوص</p> <p>ب. يُقدِّم قدراً قليلاً من تحديد وشرح آثار اختيارات المُبدع على الجمهور</p> <p>ج. نادراً ما يُبرِّر الآراء والأفكار بالأمثلة أو الشروح؛ يستخدم عدداً قليلاً من المصطلحات أو لا يستخدمها إطلاقاً</p> <p>د. يُفسِّر القليل من أوجه الشبه والاختلاف في المزايا داخل الأنواع الأدبية والنصوص وفيما بينها</p>
4-3	<p>الطالب:</p> <p>أ. يُقدِّم قدراً مناسباً من تحديد وشرح المحتوى والسياق واللغة والبنية والتقنية والأسلوب، وبعض الشرح للعلاقة بين النصوص</p> <p>ب. يُقدِّم قدراً مناسباً من تحديد وشرح آثار اختيارات المُبدع على الجمهور</p> <p>ج. يُبرِّر الآراء والأفكار ببعض الأمثلة والشروح، وقد لا يكون ذلك باطراد واستمرار؛ يستخدم بعضاً من المصطلحات</p> <p>د. يُفسِّر بعض أوجه الشبه والاختلاف في المزايا داخل الأنواع الأدبية والنصوص وفيما بينها</p>

مستوى التحصيل	التقدير اللفظي للمستوى
6-5	<p>الطالب:</p> <p>أ . يُقدِّمُ قدراً كبيراً من تحديد وشرح المحتوى والسياق واللغة والبنية والتقنية والأسلوب، ويشرح العلاقة بين النصوص</p> <p>ب . يُقدِّمُ قدراً كبيراً من تحديد وشرح آثار اختيارات المُبدع على الجمهور</p> <p>ج . يُبرِّرُ الآراء والأفكار بالأمثلة والشروح تبريراً كافياً؛ يستخدم المصطلحات الدقيقة</p> <p>د. يفسِّر بكفاءة أوجه الشبه والاختلاف في المزايا داخل الأنواع الأدبية والنصوص وفيما بينها</p>
8-7	<p>الطالب:</p> <p>أ . يُقدِّمُ تحديداً وشرحاً مُتبصراً للمحتوى والسياق واللغة والبنية والتقنية والأسلوب، ويشرح العلاقة بين النصوص شرحاً شاملاً</p> <p>ب. يُقدِّمُ تحديداً وشرحاً مُتبصراً لآثار اختيارات المُبدع على الجمهور</p> <p>ج. يُقدِّمُ تبريراً مُفصلاً للآراء والأفكار مع مجموعة من الأمثلة والشروح الشاملة؛ يستخدم المصطلحات الدقيقة</p> <p>د. يُقارن ويُقارب بتبصّر المزايا في النصوص والأنواع الأدبية وفيما بينها</p>

المعيار ب: التنظيم

الحد الأقصى: 8

في نهاية السنة الثالثة، يجب أن يكون بوسع الطلاب:

- توظيف التركيبات التنظيمية التي تخدم السياق والقصد.
- تنظيم الآراء والأفكار بطريقة مترابطة ومنطقية
- استخدام أدوات ثبت المراجع والتنسيق لعمل أسلوب عرض يناسب السياق والقصد

مستوى التحصيل	التقدير اللفظي للمستوى
0	لا يحقُّ الطالب المعيار الذي تصفه أي من التقديرات اللفظية المدرجة أدناه.
2-1	<p>الطالب:</p> <p>أ . يستعمل التركيبات التنظيمية استعمالاً قليلاً، مع أنها قد لا تخدم السياق والقصد دائماً</p> <p>ب. يُنظِّم الآراء والأفكار بدرجة قليلة من الترابط والمنطق</p> <p>ج. يستعمل أدوات ثبت المراجع والتنسيق استعمالاً قليلاً لعمل أسلوب عرض قد لا يناسب السياق والقصد دائماً</p>

<p>الطالب:</p> <p>أ. يستعمل التركيبات التنظيمية التي تخدم السياق والقصد استعمالاً مناسباً</p> <p>ب. يُنظّم الآراء والأفكار بدرجة من الترابط والمنطق</p> <p>ج. يستعمل أدوات ثبت المراجع والتنسيق استعمالاً مناسباً لعمل أسلوب عرض يناسب السياق والقصد</p>	<p>4-3</p>
<p>الطالب:</p> <p>أ. يستعمل التركيبات التنظيمية التي تخدم السياق والقصد استعمالاً متمكناً</p> <p>ب. يُنظّم الآراء والأفكار بطريقة مترابطة ومنطقية، والأفكار تبني على بعضها</p> <p>ج. يستعمل أدوات ثبت المراجع والتنسيق استعمالاً متمكناً لعمل أسلوب عرض يناسب السياق والقصد</p>	<p>6-5</p>
<p>الطالب:</p> <p>أ. يستعمل التركيبات التنظيمية التي تخدم السياق والقصد بفعالية استعمالاً راقياً</p> <p>ب. يُنظّم بفعالية الآراء والأفكار بطريقة مترابطة ومنطقية والأفكار تبني على بعضها بطريقة راقية</p> <p>ج. يستعمل أدوات ثبت المراجع والتنسيق استعمالاً ممتازاً لعمل أسلوب عرض فعال</p>	<p>8-7</p>

المعيار ج : إنتاج النص

الحد الأقصى: 8

في نهاية السنة الثالثة، يجب أن يكون بوسع الطلاب:

- إنتاج نصوص تعرض التفكير والخيال والحساسية بينما يستكشفون وينظرون في وجهات النظر والأفكار الجديدة الناشئة عن الانخراط الشخصي في العملية الإبداعية
- اتخاذ اختيارات أسلوبية من حيث الأدوات اللغوية والأدبية والمرئية، ويعرضون إدراكهم لأثرها على الجمهور
- اختيار التفاصيل والأمثلة ذات الصلة لتطوير الأفكار

مستوى التحصيل	التقدير اللفظي للمستوى
0	لا يحق الطالب المعيار الذي تصفه أي من التقديرات اللفظية المدرجة أدناه.
2-1	<p>الطالب:</p> <p>أ. يُنتج نصوصاً تعرض انخراطاً شخصياً محدوداً في العملية الإبداعية؛ يعرض درجة محدودة من التفكير والخيال والحساسية وقدراً قليلاً من الاستكشاف والنظر في وجهات النظر والأفكار الجديدة</p> <p>ب. يتخذ قدراً قليلاً من الاختيارات الأسلوبية من حيث الأدوات اللغوية والأدبية والمرئية، ويعرض إدراكاً محدوداً لأثرها على الجمهور</p> <p>ج. يختار القليل من التفاصيل والأمثلة ذات الصلة لتطوير الأفكار</p>
4-3	<p>الطالب:</p> <p>أ. يُنتج نصوصاً تعرض انخراطاً شخصياً مناسباً في العملية الإبداعية؛ يعرض قدراً من التفكير والخيال والحساسية وقدراً من الاستكشاف والنظر في وجهات النظر والأفكار الجديدة</p> <p>ب. يتخذ بعض الاختيارات الأسلوبية من حيث الأدوات اللغوية والأدبية والمرئية، ويعرض إدراكاً مناسباً لأثرها على الجمهور</p> <p>ج. يختار بعض التفاصيل والأمثلة ذات الصلة لتطوير الأفكار</p>
6-5	<p>الطالب:</p> <p>أ. يُنتج نصوصاً تعرض انخراطاً شخصياً كبيراً في العملية الإبداعية؛ يعرض قدراً كبيراً من التفكير والخيال والحساسية وقدراً جيداً من الاستكشاف والنظر في وجهات النظر والأفكار الجديدة</p> <p>ب. يتخذ اختيارات أسلوبية مُتدبّرة من حيث الأدوات اللغوية والأدبية والمرئية، ويعرض إدراكاً جيداً لأثرها على الجمهور</p> <p>ج. يختار التفاصيل والأمثلة ذات الصلة الكافية لتطوير الأفكار</p>
8-7	<p>الطالب:</p> <p>أ. يُنتج نصوصاً تعرض انخراطاً شخصياً بدرجة كبيرة في العملية الإبداعية؛ يعرض درجة كبيرة من التفكير والخيال والحساسية واستكشافاً مُتّبصراً لوجهات النظر والأفكار الجديدة والنظر فيها</p> <p>ب. يتخذ اختيارات أسلوبية مُتبصرة من حيث الأدوات اللغوية والأدبية والمرئية، ويعرض إدراكاً واضحاً لأثرها على الجمهور</p> <p>ج. يختار الكثير من التفاصيل والأمثلة ذات الصلة لتطوير الأفكار بدقة</p>

المعيار د : استخدام اللغة

الحد الأقصى: 8

في نهاية السنة الثالثة، يجب أن يكون بوسع الطلاب:

أ. استخدام مفردات وتراكيب جُمَل وأشكال تعبير ملائمة ومُنْتَوَعَة

ب. الكتابة والتحدّث بأسلوب واختيارات لغوية ملائمة

ت. استخدام القواعد والنحو وعلامات الترقيم الصحيحة

مستوى التحصيل	التقدير اللفظي للمستوى
0	لا يُحقّق الطالب المعيار الذي تصفه أي من التقديرات اللفظية المدرجة أدناه.
2-1	<p>الطالب:</p> <p>أ. يستخدم مجموعة محدودة من الكلمات وأشكال التعبير الملائمة</p> <p>ب. يكتب ويتحدّث بأسلوب واختيارات لغوية غير ملائمة لا تخدم السياق والقصد</p> <p>ج. يستخدم القواعد والنحو وعلامات الترقيم بدقة محدودة؛ الأخطاء تُعيق التواصل في معظم الأحيان</p> <p>د. يهجّي/يكتب ويلفظ بدقة محدودة؛ الأخطاء تُعيق التواصل في معظم الأحيان و يستخدم تقنيات تواصل غير لفظي محدودة و/أو غير ملائمة</p>
4-3	<p>الطالب:</p> <p>أ. يستخدم مجموعة مناسبة من الكلمات وتراكيب الجمل وأشكال التعبير الملائمة</p> <p>ب. أحياناً يكتب ويتحدّث بأسلوب واختيارات لغوية تخدم السياق والقصد</p> <p>ج. يستخدم القواعد والنحو وعلامات الترقيم بدرجة من الدقة؛ الأخطاء تُعيق التواصل أحياناً</p> <p>د. يهجّي/يكتب ويلفظ بدرجة من الدقة؛ الأخطاء تُعيق التواصل أحياناً. و يستخدم بعض تقنيات التواصل غير اللفظي الملائمة</p>
6-5	<p>الطالب:</p> <p>أ. يستخدم مجموعة مُنْتَوَعَة من الكلمات وتراكيب الجمل وأشكال التعبير الملائمة بكفاءة</p> <p>ب. يكتب ويتحدّث بكفاءة بأسلوب واختيارات لغوية تخدم السياق والقصد</p> <p>ج. يستخدم القواعد والنحو وعلامات الترقيم بدرجة كبيرة من الدقة؛ الأخطاء لا تُعيق التواصل الفعّال</p>

<p>د. يهجي/يكتب ويلفظ بدرجة كبيرة من الدقة؛ الأخطاء لا تُعيق التواصل الفعّال. يستخدم تقنيات التواصل غير اللفظي الملائمة استخداماً كافياً</p>	
<p>الطالب:</p> <p>أ. يستخدم مجموعة متنوّعة من الكلمات وتراكيب الجمل وأشكال التعبير الملائمة استخداماً فعّالاً</p> <p>ب. يكتب ويتحدّث بأسلوب واختيارات لغويّة ملائمة دائماً وتخدم السياق والقصد</p> <p>ج. يستخدم القواعد والنحو وعلامات الترقيم بدرجة عالية من الدقة؛ الأخطاء ضئيلة والتواصل فعّال</p> <p>د. يهجي/يكتب ويلفظ بدرجة عالية من الدقة؛ الأخطاء ضئيلة والتواصل فعّال ويستخدم تقنيات التواصل غير اللفظي الملائمة استخداماً فعّالاً</p>	<p>8-7</p>

LANGUAGE ACQUISITION – ARABIC, FRENCH AND SPANISH

The primary aim of language acquisition in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. The IBO acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue.

At RWA, we offer French and Spanish. Both are taught from Grade 6-12 and students are expected to continue with the same language throughout the school.

AIMS

The aims of the teaching and learning of MYP language acquisition are to develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range of audiences and purposes:

- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning

- enable the student to recognize and use language as a vehicle of thought, reflection and self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest and enjoyment in language learning

The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing.

They are as follows:

A: Comprehending spoken and visual text

B: Comprehending written and visual text

C: Communicating in response to spoken, written and visual text

D: Using language in spoken and written form

In order to meet these objectives, teachers will need to concentrate on each of the macro- skills of language: listening, speaking, reading, writing, viewing and interpreting. These skills are very much interactive and interrelated; though in some instances teachers may wish to deal with them as discrete skills.

OBJECTIVES:

A: Comprehending spoken and visual text

Comprehending spoken and visual text encompasses aspects of listening and viewing and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text. As appropriate to the phase, the student is expected to be able to:

- listen for specific purposes and respond to show understanding
- interpret visual text that is presented with spoken text
- engage with the text by supporting opinion and personal response with evidence and examples from the text

B: Comprehending written and visual text

Comprehending written and visual text encompasses aspects of reading and viewing and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with

text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text. As appropriate to the phase, the student is expected to be able to:

- read for specific purposes and respond to show understanding
- interpret visual text that is presented with written text
- engage with the text by supporting opinion and personal response with evidence and examples from the text

C: Communicating in response to spoken, written and visual text

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. As appropriate to the phase, the student is expected to be able to:

- interact and communicate in various situations
- express thoughts, feelings, ideas, opinions and information in spoken and written form
- speak and write for specific purposes

D: Using language in spoken and written form

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. As appropriate to the phase, the student is expected to be able to:

- organize thoughts, feelings, ideas, opinions and information in spoken and written form
- develop accuracy when speaking and writing in the target language

ASSESSMENT CRITERIA

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

In grade 10, MYP language acquisition courses are formally assessed at one of two levels: *emergent* (phase 2) or *capable* (phase 4) and pupils have to submit their ePortfolios.

MYP language acquisition ePortfolios consist of:

1. an aural comprehension task comprising spoken and visual text
2. a written comprehension task comprising written and visual text
3. an interactive oral task
4. a writing task

MYP Language Acquisition portfolio tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in Language Acquisition. The IB MYP certificate requires a satisfactory level of achievement in Language Acquisition.

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.

Mathematics provides the foundation for the study of sciences, engineering and technology. However, it is also evident in the arts and is increasingly important in economics, the social sciences and the structure of language. Students in the MYP are encouraged to use ICT tools to represent information, to explore and model situations, and to find solutions to various problems. These skills are useful in a wide range of arenas. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and lives in general.

AIMS

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the
- universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge

- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others

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.

This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the five branches in the prescribed framework (Number, algebra, geometry and trigonometry, statistics and probability and Discrete Mathematics).

In order to reach the aims of mathematics, students should be able to:

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

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.

A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2) and a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation. For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

In order to reach the aims of mathematics, students should be able to:

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

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 the aims of mathematics, students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning

- v. organize information using a logical structure

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 the aims of mathematics, students should be able to:

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

KNOWLEDGE

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

1. number
2. algebra
3. geometry and trigonometry
4. statistics and probability
5. discrete mathematics

Levels of Mathematics

The concepts and skills of the framework for mathematics are organized so that students can work at two levels of ability: standard and extended

Standard mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP Mathematics

Extended mathematics consists of the standard mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics, for example, mathematics higher level (HL) as part of the IB Diploma Programme Assessment.

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

PLACEMENT IN MATHEMATICS LEVELS

Students are placed in standard and extended mathematics level based on their CAT4 scores, MYP Year 3 End of Year grades and teacher recommendations. These decisions are based on *ability* and *performance*. Students performing consistently at grade 6 or above are placed in the extended mathematics class to challenge them further. The rest of the students attempt the standard mathematics course.

ASSESSMENT

The following assessment criteria have been established by the IB for Mathematics in the MYP.

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Investigating Patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

SCIENCES

Inquiry is at the heart of our Science programme at RWA. Students learn through the discipline of Science and the Scientific method to analyse, evaluate and develop into critical thinkers. Students are able to increase their learning through independent investigations and experimentation. Through the learning of Science, students are able to develop an understanding of scientific language; they can use this language to demonstrate their knowledge and understanding of Science.

Science and technology have become an integral part of our daily lives and it is advances in these fields that change our world. Students are encouraged to relate their scientific knowledge to everyday life and to observe both the relevance of science within in our world and to provide them with the knowledge and skills to make informed decisions.

AIMS

The aims of the teaching and study of Science are to encourage and enable students to:

- Acquire scientific understanding and become curious towards science and its methods of inquiry.
- Develop the process of the scientific method, to design, carry out and evaluate scientific investigations.
- Develop inquiring minds that ask questions, think critically and can solve problems.
- Evaluate scientific information by making informed decisions bases on scientific knowledge.
- Appreciate an awareness of the ethical, moral social and environmental implications of science in our world.
- Imbed the tenants of the Learner Profile within each lesson, with an emphasis on applicable

TOK and CAS concepts

- Create more experiences and opportunities in the classroom that allow students to be genuine inquirers.
- Create more opportunities to discuss the ethical issues that arise in the subject(s) we teach.
- Model empathy, compassion and respect for others in our classrooms and around the school.

OBJECTIVES

A Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. Assessment of this objective must be done using tests or exams. To reach the highest level students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others or any question that challenges students to analyze and examine the information and allow them to outline arguments about its validity and/or quality using their knowledge and understanding of science.

In order to reach the aims of sciences, students should be able to:

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

B Inquiring and Designing

Intellectual and practical skills are developed through designing, analyzing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry. When students design a scientific investigation they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.

In order to reach the aims of sciences, students should be able to:

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

C Processing and Evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

In order to reach the aims of sciences, students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation

- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method

D Reflecting on the Impacts of Science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science. Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

In order to reach the aims of sciences, students should be able to:

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used

MYP students study all sciences from year 1 to year 3. In Year 4 and 5 they have a choice to choose between one or more sciences from Biology, Chemistry and Physics. Students who wish to pursue medicine are recommended to take Biology and Chemistry and those that wish to pursue engineering are recommended to take Physics and Chemistry.

Students in MYP Year 5 will take a 2 hour on-screen eAssessments. The grades achieved in these or in-house eAssessments will be used to determine the placement in SL or HL levels for each of the Science courses in the Diploma Programme.

INDIVIDUALS AND SOCIETIES

MYP Individuals and societies aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole. The learning and development associated with Individuals and societies contribute to students developing the qualities of the International Baccalaureate (IB) learner profile and engaging with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

AIMS

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims, therefore, suggest how the student may be changed by the learning experience. The aims of the teaching and learning of MYP Individuals and societies are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities.

The objectives of the course are taught initially through the disciplines of History and Geography, with the incorporation of Business Studies and Economics in the last two years of MYP.

OBJECTIVES

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. These objectives relate directly to the assessment criteria found in the “Assessment criteria” sections. Each objective is elaborated by several bullet-pointed strands. All strands in each objective should be met in each year of the programme, at the appropriate level. Interim objectives are provided for years 3 and 1 in later sections of the guide.

A Knowing and understanding

Knowledge and understanding is fundamental to studying humanities and forms the base from which to explore concepts and develop skills. Knowledge is both factual and conceptual and provides the foundation for thinking critically.

At the end of the course, the student should be able to:

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

B Investigating

The development of investigative skills is an integral part of the inquiry cycle. It enables students to plan and carry out research and/or fieldwork as individuals or in a group. Students should be able to demonstrate investigative skills throughout the course to an increasing level of sophistication. The focus is placed on acquiring systematic research skills and processes associated with the craft of each individuals and societies discipline.

As part of or during this process, students might reappraise methods and/or research question(s) and make recommendations for improving the process and act on these where appropriate. This will be part of the formative assessment process and is not explicitly referred to in the objective strands below. Activities that allow students to develop investigative skills include, but are not limited to: research essays, fieldwork investigations, web quests, problem-solving tasks, role plays and group investigations.

At the end of the course, the student should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question use methods accurately to collect and record appropriate, varied and relevant information

- iii. evaluate the process and results of the investigation

C Communicating

Students should be able to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint presentations, podcasts, animations and videos. Students should be able to demonstrate communication throughout the humanities course to an increasing level of sophistication.

At the end of the course, the student should be able to:

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

D Thinking critically

The ability to think critically is vital in developing a deeper understanding of the subject and its concepts. The objective strands highlighted in “Thinking critically” build on the knowledge-base of the humanities disciplines and are an integral part of the inquiry cycle. Students should be able to demonstrate these objective strands throughout the course to an increasing level of sophistication. At the end of the course, the student should be able to discuss concepts, events, models, visual representation, theories analyse and evaluate a range of sources in terms of origin and purpose, recognizing values, limitations interpret different perspectives, and their implications synthesize information in order to make valid, well-supported arguments.

ASSESSMENT

Assessment will be based on a variety of types of activity since no one task will cover all the objectives of the Individuals and societies subjects. Projects, exhibitions, oral presentations, performances and demonstrations as well as written papers or essays all provide evidence for the assessment of your child’s learning. These tasks will stem from learning experiences and will be learning experiences themselves. Tasks can be designed to allow the assessment of different objectives against relevant criteria.

Criterion A Knowing and understanding	Knowledge and understanding is fundamental to studying humanities subjects, and forms the base from which to explore concepts and develop skills. Knowledge and understanding can be assessed through a wide variety of tasks that involve factual recall or description, and explanation. Tasks may include tests, examinations, written assignments, oral interviews and presentations, extended writing, projects and exhibits.
Criterion B Investigating	The development of investigative skills is an integral part of the inquiry circle. It enables students to plan and carry out research and/or fieldwork as individuals or in a group. The focus is on acquiring systematic research skills. The student might reappraise methods and/or Criterion B research question(s) and make recommendations for improving the process and act on these where appropriate as part of

	the formative assessment process. Research essays, fieldwork investigations, web quests, problem-solving tasks, role-plays and group investigations can develop investigative skills.
Criterion C Communicating	Students demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. The formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint presentations, podcasts, animations and videos.
Criterion D Thinking critically	The ability to think critically is vital in developing a deeper understanding of the subject and its concepts. The 'Thinking critically' objective strands build on the knowledge base and are an integral part of the inquiry circle. Students analyse, evaluate, interpret and synthesize information in order to develop these skills

ARTS – DRAMA, MUSIC AND VISUAL ART

AIMS

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

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

- Create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts respond to and reflect on art
- deepen their understanding of the world

OBJECTIVES

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives of MYP arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. Subject groups must address all strands of all four objectives at least twice in each year of the MYP. The objectives of the individual assessment criteria are:

A Knowledge and Understanding

- i. Demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- ii. Demonstrate an understanding of the role of the art form in context
- iii. Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B Developing Skills

- i. Demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. Demonstrate the application of skills and techniques to create, perform and/or present art

C Thinking Creatively

- i. Develop a feasible, clear, imaginative and coherent artistic intention
- ii. Demonstrate a range and depth of creative thinking behaviors
- iii. Demonstrate the exploration of ideas to shape artistic intention to a point of realization

D Responding

- i. Construct meaning and transfer learning to new settings
- ii. Create an artistic response which intends to reflect or influence the world around them
- iii. Critique the artwork of self and others

ASSESSMENT CRITERIA

Assessment will be based on a variety of practical activities. Tasks are designed to allow the assessment of different objectives against the criteria.

<p>Criterion A Knowing and Understanding</p>	<p>Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyze and communicate this in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, a student informs their work and artistic perspectives. In demonstrating knowledge of the role of the art form in context, this does not need to be the original context of the artwork. Students may look at the role of the art form to a displaced setting.</p>
<p>Criterion B Developing Skills</p>	<p>The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident process and product. This objective and assessment criterion is the same for all year groups. See the information provided in “Assessed curriculum: Task-specific clarifications” in this guide.</p>
<p>Criterion C Thinking Creatively</p>	<p>The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and to experiment in innovative ways to develop their artistic intentions, their processes and their work. Through thinking creatively students are enabled to discover their and realize their artistic identity. More information on thinking creatively can be found in the section ‘written and taught curriculum: subject specific guidance’ under the subheading Creativity in this guide.</p>
<p>Criterion D Responding</p>	<p>Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change. The elements and principles of art can be found in the glossary of this guide. In MYP year 5, a critique</p>

involves the skills of interpretation, analysis and evaluation. Students should be asked to provide a critical review or commentary of their own art work and that of others in units of work assessed using this criterion. Students may refer to external artworks and productions or to the work of their peers. Oral commentary is accepted as a form of communicating a critique, among others.

DESIGN – DIGITAL DESIGN

INTRODUCTION

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems.

The holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

Technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real life challenges. The Design course intends to:

- Challenge all students to apply practical and creative thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in historical and contemporary contexts
- Raise students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

AIMS

The aims of the teaching and study of Design are to encourage and enable students to:

- Develop an appreciation of the significance of technology for life, society and the environment
- Use knowledge, skills and techniques to create products/solutions of appropriate quality
- Develop problem solving, critical and creative thinking skills through the application of the design cycle.
- Develop respect for others' viewpoints and appreciate alternative solutions to problems
- Use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.

OBJECTIVES

The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The Technology design cycle consists of four major stages and these relate to the objectives of the course through the Secondary school.

A Inquiring and Analyzing

Students are presented with a design situation; from which they identify a problem that needs to be solved. They analyze the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
- iii. analyze a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief which summarizes the analysis of relevant research

B Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

- i. develop a design specification which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas which can be correctly interpreted by others
- iii. present the final chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. present the solution as a whole, either: in electronic form, or through photographs of the solution from different angles, showing details

D Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to:

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

MYP assessment Criteria for Design

Criterion A: Inquiring and analyzing

Students identify the need for a solution to a problem. At the end of year 5, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyze a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research

Criterion B: Developing ideas

Students develop a solution. At the end of year 5, students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Students create a solution. At the end of year 5, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. present the solution as a whole.

Criterion D: Evaluating

Students evaluate the solution. At the end of year 5, students should be able to:

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

PHYSICAL AND HEALTH EDUCATION

The main objective of any Physical Education Department is to allow each pupil/student the opportunity to attain, through practical activities, the maximum of his/her individual capabilities by participating in a number of challenging and worthwhile sports experiences.

With this in mind, a number of specific aims are set:

- ✓ To promote Physical and Health Education as a meaningful learning experience
- ✓ To encourage the individual to strive and work towards their own targets in all aspects of Physical and Health Education
- ✓ To encourage individual pupils to participate in a range of physical activities or sports
- ✓ To encourage a greater awareness of the body and its abilities, limitations and mechanisms
- ✓ To encourage enjoyment and self-satisfaction
- ✓ To encourage pupils/students to participate at their own level and own pace
- ✓ To promote sportsmanship and fair play
- ✓ To encourage a long lasting participation in physical activity
- ✓ To ensure that each and every individual has the opportunity to develop their skills
- ✓ To provide and develop information and experiences relevant to the career provisions available in

The aim of Physical and Health Education, like general education, is to develop human personality in well planned activity programs. The development of the physical, mental, social, emotional and moral aspects as the student will be addressed. Additionally, Physical and Health Education involves making an individual physical fit, mentally alert, emotionally balanced, socially well adjusted, morally true and spiritually uplifted.

OBJECTIVES

The three Objectives of physical education are:

1. The objective of physical fitness - It refers to that state where an individual has developed great endurance, speed, strength etc. Physical fitness is essential to leading a happy, vigorous and abundant life.
2. The objective of social efficiency - Physical and Health Education activities provides ample opportunities to develop traits such as cooperation, respect to others, loyalty, sportsmanship, self- confidence etc. All these qualities help a person to make him a good citizen.
3. The objective of culture - This aims at developing an understanding and appreciation of one's own local environment as well as the environment which is world-wide in scope. By participation in various Physical and Health Education activities, a person fully understand the history, culture, tradition, religious practices etc and the aesthetic values associated with these activities.

MYP CRITERIA

The following objectives state the specific targets for learning PHE at RWA. They relate directly to the assessment criteria laid down by the IBMYP.

A Knowing and Understanding

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

B Planning for performance

Through inquiry design, students analyze, evaluate and perform a plan in order to improve performance in Physical and Health Education.

C Applying and performing

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

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.

ASSESSMENT

At the end of each unit students will be assessed on their progress. Students will not only be assessed in how they perform in each sport, but rather in how they address each aspect of the sport;

- How often they participate in the classes
- How they increase the level of their basic skills
- How they interact with other members in the group
- How they analyze their own performances
- How they apply the skills that they learn in class into a competitive situation
- How they prepare themselves and their resources for each class
- How they reflect on their lessons and performances

Tasks are designed to allow the assessment of different objectives against the criteria.

CERTIFICATION

All students who are registered for MYP are eligible for two types of certificates:

1. MYP Course Results
2. MYP Certificate

Irrespective of the certificate, the Middle Years Programme empowers students with the requisite skills to take on the IB Diploma Programme or the IB Career-related Programme at RWA.

How do I get a MYP Course Results?

All students registered for any combination of subjects, the Interdisciplinary assessment and the personal project is referred to as an MYP Course Candidate. **Completion and submission of the personal project is mandatory for all MYP Course Candidates.** MYP Course candidates may receive an MYP Course Results document recording all their achievements.

In addition to the MYP Course Results, candidates may apply for another certificate which is the MYP Certificate. As eAssessments are optional, students will be advised to register for those subjects that will best demonstrate their strengths.

How do I get a MYP Certificate?

The MYP Certificate is the highest award for the MYP and results in certification by the IB Organization. To be eligible for the MYP Certificate a candidate must:

- a. participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP Year 5)
- b. complete the on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature (**English**), individuals and societies (**history or geography**), science (**biology or chemistry or physics**) and mathematics
- c. submit an ePortfolio for language acquisition (or complete the on-screen examination for a second language from the language and literature group)
- d. submit at least one ePortfolio from any of the following subject groups: arts, physical and health education, or design
- e. take the interdisciplinary on-screen examination
- f. submit a personal project
- g. complete the school's requirement for community service.

What does the MYP Certificate include?

A grade from at least **one** subject from each of the following **six** subject groups:

- language and literature
- language acquisition (or a second language and literature)
- individuals and societies (history or geography)
- mathematics
- sciences (physics or chemistry or biology)
- arts, physical and health education or design.

A candidate may register for any number of subjects (including language acquisition, arts, physical and health education, and design), but **only six subjects** contribute to the award of the MYP Certificate. If a candidate takes more than one subject from the same subject group, the **highest grade** will count towards the certificate. Where a candidate chooses to take multiple subjects from arts, physical and health education or design, the highest single grade from these subject groups will count towards the certificate.

For each subject, one from each of the minimum six subject groups, up to 7 points can be obtained. Additionally, the interdisciplinary assessment can contribute up to 7 points and the personal project another 7 points. To achieve the MYP Certificate a candidate must gain **at least 28 points** overall, but a grade 1 or grade 2 in any subject, the interdisciplinary assessment or the personal project cannot contribute to the award of the MYP Certificate.

The IB Organization actively promotes wide recognition and acceptance of the MYP Certificate or MYP Course Results as a basis for continuing education but does not guarantee recognition of the MYP Certificate or MYP Course Results by any institution or relevant authority in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying whether the MYP Certificate or MYP Course Results have recognition and acceptance.

RWA HW POLICY

Learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes. They need for successful lifelong learning. In addition, it supports the development of independent learning skills, including the habits of enquiry and investigation. Homework should be a useful and positive experience. It is to be planned as an integral part of the total curriculum and complements what is being taught in the classroom. Homework should be an extension of learning in the classroom.

a. The homework policy at RWA is based on the following principles:

- ✓ Homework tasks are to be structured and their purpose explained to students;
- ✓ Consistency in practices within year groups;
- ✓ Homework to be given as per a regular schedule which is communicated to students and parents at the start of each year;
- ✓ Homework should be marked in a timely manner;
- ✓ Students should receive constructive feedback in order to help them improve.

b. The purpose of homework is to:

- ✓ Reinforce learning through further practice and application of material;
- ✓ Enrich learning through independent study, individual research and experimentation;
- ✓ Train students in planning and organizing their time;
- ✓ Encourage self-discipline and responsibility for learning;
- ✓ Provide evidence for assessment of students' progress and mastery of work;
- ✓ Provide evidence for evaluation of teaching;
- ✓ Enable students to complete assignments;
- ✓ Preview new units of study;
- ✓ Provide parents with information and opportunities for support and home-school communication.

The type of homework set will vary, depending on the grade level, the nature of the subject and the class, work being undertaken at the time. Whatever the task, homework should provide the opportunity to motivate students' interest in the subject and strengthen their confidence in their ability to learn independently. Students with special talents need to be challenged with assignments which suit their abilities, whilst the needs of the less able should be met by assignments set at an appropriate level.

RWA ACADEMIC HONESTY POLICY – MIDDLE YEARS PROGRAM (MYP)

The IB Learner Profile is embedded in RWA's daily life. RWA students are:

- Inquirers – acquire the skills necessary to conduct inquiry and research
- Knowledgeable – explore concepts, ideas and issues;
- Principled – act with integrity and honesty; take responsibility for their own action;
- Open-minded – accustomed to seeking and evaluating a range of points of view;
- Risk takers – brave and articulate in defending their beliefs.

These qualities when applied to learning and student work will establish skills and behavior which support academic honesty. Academic Honesty is a set of values that promotes personal integrity and good practice in teaching, learning and assessment. Whenever possible the topic should be treated in a positive way, stressing respect for the integrity of all forms of assessment. The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

All students are made to understand the basic meaning and significance of academic honesty with regard to authenticity and intellectual property as well as proper conduct in tests and examinations. Teachers will make students aware that all forms of intellectual and creative expression must be respected and that unauthorized use of the same is illegal.

All assignments, written or oral, completed by a student for assessment must wholly and authentically use their own language and expression. Where sources are used they must be fully and properly acknowledged. Teachers are responsible for ensuring that students receive guidance on how and when to include acknowledgements.

Malpractice includes:

1. Plagiarism: representing ideas or words of another person as one's own
2. Collusion: supporting malpractice by another student
3. Duplication of work: presentation of the same work for different assessment components
4. Any behavior that gains an unfair advantage for the student or disadvantages another student

While for the most part students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Nevertheless, the final work must be produced independently even if based on the same data. It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student. Teachers are expected to detect plagiarism and support the school's policy on good academic practice.

Ultimately it is the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for revising work that is of doubtful nature.

The following constitute malpractice during examinations:

- a. During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.
- b. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
- c. If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.

- d. No candidate is permitted to borrow anything from another candidate during an examination.
- e. A candidate attempting either to gain or solicit information about the content of an examination within 24 hours of the examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.

POLICY STATEMENT

At RWA we place a high value on honesty and this extends to work submitted for assessment. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. Parents need to be made aware of the policy as it applies to the relevant year group. This policy should be read and signed by the parent.

Expectations are outlined as follows for Grades 6-8

An academically honest student: **DOES**

- ✓ Acknowledge help from parents, older students and friends
- ✓ Acknowledge the source of direct quotations
- ✓ Acknowledge information taken from books, CD-ROMs and the Internet
- ✓ Acknowledges reference materials in a bibliography
- ✓ Knows what constitutes cheating and abides by the rules
- ✓ Follow all exam rules

An academically honest student: **DOES NOT**

- ✓ Use notes during a test unless allowed by a teacher;
- ✓ Copy from another student during a test;
- ✓ Copy from the homework of another student;
- ✓ Hand in work as his/her own that has been copied;
- ✓ Do homework for another student;
- ✓ Give another student his/her own work to copy.

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

1. Use of the Library and Internet;
2. Basic note taking skills;
3. Simple paraphrasing and adaptation of source material;
4. Ways to acknowledge informally in writing and speech;
5. Relevant use of direct quotations and citations;
6. Simple ways to acknowledge information derived from electronic sources;
7. Writing a bibliography;
8. What constitutes cheating;

Expectations are outlined as follows for Grades 9-10

An academically honest student: **DOES**

- ✓ Keep and maintain accurate, personal course notes
- ✓ Understand and abides by the school's rules concerning cheating

- ✓ Acknowledge, in a specific manner, help from another person
- ✓ Ask beforehand what kind of external help is permissible
- ✓ Acknowledge, in a specific manner, information taken from books, magazines, CD-ROM's and the Internet
- ✓ Follow all exam rules

An academically honest student: **DOES NOT**

- ✓ Copy work of another student;
- ✓ Give another student his/her work to copy;
- ✓ Do the homework of another student;
- ✓ Submit work done by another student, a parent, a friend or a private tutor;
- ✓ Use notes during a test unless allowed to by the teacher or the examination rules.

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

1. Techniques for acknowledging direct quotation with an in-text citation;
2. Skills of paraphrasing;
3. Techniques for acknowledging paraphrasing and the use of in-text citations;
4. Considering bias in reference materials;
5. Evaluation of sources, text and internet sites;
6. Techniques for using translated material;
7. Formal skills for acknowledging source material.

CONSEQUENCES OF ACADEMIC DISHONESTY

- * Work that is deemed to be academically dishonest will not be accepted. However, the student may be allowed one opportunity to resubmit at the discretion of the teacher, after receiving feedback and within the timeline for the assignment. If a zero is awarded in the case of students who are not allowed to resubmit the work, this is likely to have a seriously detrimental effect on a semester grade.
- * A letter will be sent from the Head of Year copied to the relevant coordinator and be retained on the student's file. In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with.
- * The student's name and details of the assessment will be recorded on a central whole-school spreadsheet.
- * In the event of a further instance of academic malpractice, the assignment will not be awarded any level for the relevant criterion/criteria. In addition, parents will be requested to attend a meeting with the head of Year and relevant coordinator to discuss the matter.
- * Based on this discussion, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student not be put forward as an MYP certificate candidate or DP candidate (as appropriate);
- * Subsequent instances of academic dishonesty will put at risk the student's place in the school.

21.1 If questions arise about the authenticity of a candidate's personal project or ePortfolio before submission for assessment (or moderation), the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB Organization for assessment (or moderation), the school's MYP

coordinator must inform the IB Organization as soon as possible. For the personal project and ePortfolios that are internally assessed, “submission” refers to the deadline by which teachers’ grades must be submitted to the IB Organization.

21.2 When a school, an examiner/moderator or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the assessment(s) concerned.

21.3 If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the assessment(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct.

21.4 Candidates suspected of academic misconduct must be invited, through the school’s MYP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will comprise IB staff, school representatives, MYP principal examiners, or any combination of these persons.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct.

21.8 If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the assessment(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.

21.9 If no grade is issued for an assessment (or completion of community service) that contributes to a candidate’s MYP Certificate, no MYP Certificate will be awarded to the candidate. MYP Course Results will be awarded for other assessments in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an MYP Certificate Candidate, if the session in which the academic misconduct has been established is the candidate’s third examination

session towards achieving the award of the MYP Certificate, no further IB examination sessions will be permitted.

21.10 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.11 If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the assessment(s) concerned may be withdrawn from the candidate. In the case of an MYP Certificate Candidate, the withdrawal of a grade for an assessment (or withdrawal of completion of community service) will also result in the withdrawal of their MYP Certificate.

INTERCULTURAL AWARENESS

The MYP encourages an international perspective by awakening in young people an interest in the cultures and attitudes of people with backgrounds different from their own; by making them aware of the fundamental, positive values of the common heritage of human beings; and by encouraging intercultural awareness. This is regarded as one of the most important emphases of MYP development.

At RWA we approach this from a number of angles, including:

- The Home Room Programme
- School Assembly
- Classroom Activities
- The Interdisciplinary Activities
- Enrichment activities such as theatre visits and math competitions

Through these, and similar activities, it is hoped that students will develop their own cultural identity as well as an understanding of their present environment, and that they will consider different perspectives, to develop an understanding of what is common as well as what is different.

Who does it involve?

All of us – students, teachers, parents, school administrators and the wider community. However, teachers are however especially responsible for helping students to develop skills with which they can see the world from a range of cultural perspectives. While teachers would expect to model appropriate behavior in a multi-cultural learning environment, we would hope that this is with the support and active encouragement of all members of the school community.

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