



BISHOP MACKENZIE  
INTERNATIONAL SCHOOL



# SECONDARY SCHOOL MIDDLE YEARS PROGRAMME MYP HANDBOOK

2023 – 2024

Belief | Motivation | Inspiration | Success

[www.bmis.mw](http://www.bmis.mw)





# TABLE OF CONTENTS

Welcome	3
Motto	3
The IB Learner Profile	4
Principles of the MYP	5
Holistic and inquiry based education	5-7
Global contexts for learning	7
Approaches to learning skills	8
Service as learning	9-10
Personal project	11
Assessing in the MYP	12-14
MYP subject groups	15-23
Life of an MYP student at BMIS	24

# 01 WELCOME



**“We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success”**

Welcome to the Middle Years Programme (MYP) at BMIS. The MYP is a curriculum that covers the age range of 11 to 16 (Grades 6-10). The MYP is an international curriculum, aiming to combine academic rigour while equipping students with skills and attitudes appropriate to the challenges and opportunities of contemporary society.

BMIS was authorised as a five-year MYP IB World School in November 2013. BMIS is also authorized as a PYP IB World School (since 2011) and as an IB Diploma World School (since 1997). BMIS is the only school in Malawi offering any of the three IB World School programmes, and as such we offer a supported transition between Primary and Secondary, and each of the programmes.

## Motto

**BMIS: Belief | Motivation | Inspiration | Success**

The four words of our motto can be expanded and interpreted in the following ways. The MYP is a learning framework that aligns with the beliefs, ideas, and values of our school.

<b>B</b>	<b>M</b>	<b>I</b>	<b>S</b>
Cultural Identity	Independent learner	Artistic	Balanced
Self-confidence	Responsible citizen	Creative	Internationally-minded
Independence	Committed individual	Critical thinker	Prepared
Tolerance	Ready to take action	Lifelong learner	Educated for global citizenship
Respect	Collaborative	Life skills	Multi-lingual
Perspectives		Technologically competent	



# 02 THE 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. The IB learner profile represents ten 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. 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.

**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.

**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.

**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.

**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.

[© IBO 2020]



# 03 PRINCIPLES OF THE MYP



*"In this new narrative, learning ceases to focus on consuming information or knowledge that's no longer scarce. Instead, it's about asking questions, working with others to find the answers, doing real work for real audiences, and adding to, not simply taking from, the storehouse of knowledge that the Web is becoming. It's about developing the kinds of habits and dispositions that deep, lifelong learners need to succeed in a world rife with information and connections."*

*Will Richardson (Modern Learning)*

## Holistic and inquiry based education

Between Years 7 and 11, students make the transition from early puberty to mid-adolescence. This is a critical period of personal, social and intellectual development, of uncertainty and questioning. The MYP seeks to increase our students' perception of the problems of the real world and to find solutions to them. Through an approach that offers awareness and understanding of both the separate identities of the various disciplines and their inter-relatedness, it is hoped that students will be well equipped for succeeding in our ever-changing world.

Teaching and learning in the MYP grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. The dynamic between asking (inquiry), doing (action), and thinking (reflection) leads towards open classrooms where different views and perspectives are valued. This empowers young people for a lifetime of learning, both independently and in collaboration with others.

### INQUIRY

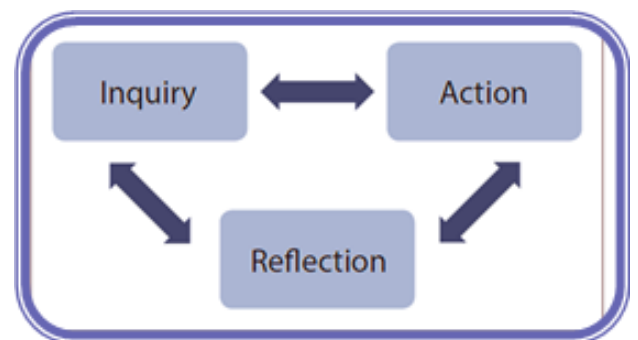
- Students actively participate and engage in their learning where they are supported to ask questions and challenge assumptions.
- Students investigate open-ended questions, which can result in taking multiple and diverse directions

### ACTION

- Students act at home, as well as in classrooms, schools, communities and the broader world.
- Students learn by doing, enhancing learning about self and others.
- Students make responsible choices
- Students are advocates of themselves and others

### REFLECTION

- Students analyse their own thinking and effort
- Students manage and evaluate their own learning
- Students are conscious of bias and inaccuracy in the work of others



[“MYP: From principles into practice” ©IBO 2014]

## CONTENT

An IB education encompasses subject content and understanding that meets international standards for rigour in terms of depth and breadth. The MYP offers students opportunities to engage with a curriculum that is broad and balanced, conceptual and connected.

An example of some of our MYP units can be seen to the right.

## CONCEPTUAL

Conceptual learning focuses on powerful ideas that have relevance within and across subject areas. Concepts reach beyond national and cultural boundaries. They help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow the transfer of learning to new contexts.

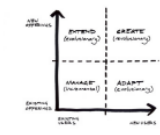
As an example, take a look at the image to the right, which shows the relationship between the concept, topic, and skills explored within a unit. In this example the MYP moves out of the traditional model of learning by not just teaching a literary work ('Life of Pi' by Yann Martel) or the skill of literary analysis but goes further to explore whether **stories can determine, reinforce, and challenge our beliefs**. This conceptual understanding moves beyond the literary work and can be transferred to new contexts. Do stories in the media determine, reinforce, and challenge our beliefs? How do the stories that we share with others and tell ourselves do this? What role do religious stories play? Why is critical literacy, therefore, so important? You can see that this conceptual understanding enriches the learning process.

## CONNECTED

The holistic nature of the MYP encourages students to approach concepts from a variety of perspectives. They learn to draw connections and pursue rich understandings about the relationship of knowledge and experience across many fields. In the MYP, students study a range of disciplines within a subject group and often bring together two or more subjects to build new interdisciplinary understanding. Our students to the right are inquiring into sustainable farming, visiting a permaculture farm outside of Lilongwe, which provides them with an opportunity to enrich their understanding of sustainable farming practices.

[Adapted from "MYP: From Principles to Practice" ©IBO 2014]


DESIGN




**Change by Design**  
Students will identify one existing product and improve upon its form, function, use or create a product that meets the changing need of their chosen audience. Thereafter, they will need to conduct further research into understanding the product they have chosen and the needs of their target customer. Is it simply a change? Or is it a complete redesign?

ARTS: VISUAL ART

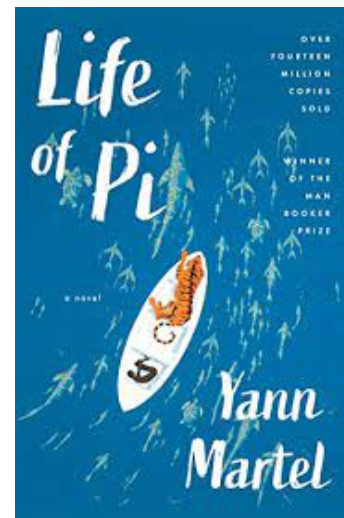
**Printmaking**  
In this unit, students will explore print making through an inquiry into indigenous art (specific to a region). Students will look at how different cultures communicate their beliefs and values through symbols and colours and patterns. At the end of the unit, students will learn how to create their own Reduction Relief print, in order to communicate their own beliefs and values to an audience.



INDIVIDUALS + SOCIETIES



**The Scramble for Africa (Colonisation & Independence in Africa)**  
Learners will explore the causes and multifaceted impact of colonization: resistance to colonization and independence movements (specific case studies); lasting impact of colonization. Guiding Questions: How did Africans resist colonization? How has European colonization impacted Africa?



## INTERCULTURAL AWARENESS

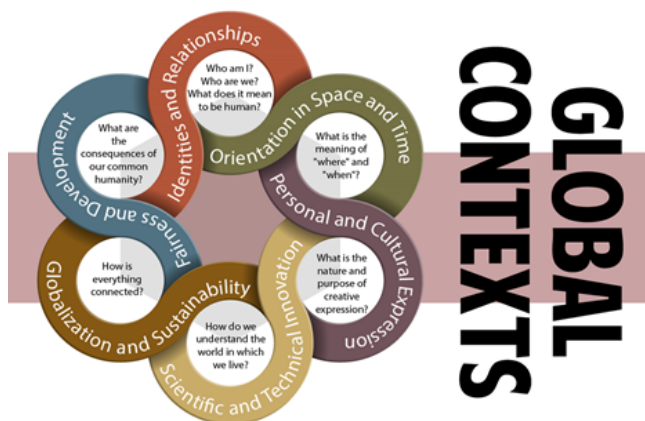
The MYP encourages an international perspective by awakening in young people an interest in cultures and attitudes of people with backgrounds different from their own, by making them aware of the fundamental, positive values of the common heritage of human beings, and by encouraging intercultural awareness. This is regarded as one of the most important emphases of the MYP development. Teachers, through the MYP and the IB learner profile, are especially responsible for helping students to develop skills with which they can see the world from a range of cultural perspectives, and develop as internationally minded people.



## Global contexts for learning

We can think about MYP global contexts as a lens for learning. These lenses provide a point of entry for inquiries and inspire explorations into real-world authentic settings, events, and circumstances. This, in turn, encourages our students to develop international mindedness and global engagement. We know that students learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action (Westera 2009). This contextual learning helps teachers and students answer the important question “Why are we learning this?”

[Adapted from “MYP: From Principles to Practice” ©IBO 2014]



[Education Zone Pro 2022](#)

### Identities and Relationships

#### ***Who am I? Who are we?***

Student will explore identity, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities and cultures, what it means to be human.

### Orientation in Time and Space

#### ***What is the meaning of “where” and “when”?***

Students will explore personal histories, homes and journeys, turning points in humankind, discoveries, explorations and migrations of humankind, the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

### Personal and Cultural Expression

#### ***What is the nature and purpose of creative expression?***

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

### Scientific and Technical Innovation

#### ***How do we understand the world in which we live?***

Students will explore the natural world and its laws, the interaction between people and natural world, how humans use their understanding of scientific principles, the impact of scientific and technological advances on communities and environments, the impact of environments on human activity, how humans adapt environments to their needs.

### Globalization and Sustainability

#### ***How is everything connected?***

Students will explore the interconnectedness of human-made systems and communities, the relationship between local and global processes, how local experiences mediate the global, the opportunities and tensions provided by world-interconnectedness, the impact of decision-making on humankind and the environment.

### Fairness and Development

#### ***What are the consequences of our common humanity?***

Students will explore rights and responsibilities, the relationship between communities, sharing finite resources with other people and with other living things, access to equal opportunities, peace and conflict resolution.

# Approaches to learning skills

Approaches to Learning (ATL) skills are one of the integral core components of the Middle Years Programme. It is about *learning how to learn* and so is concerned with all the skills and attitudes students must acquire to help them to be confident, independent, active, and lifelong learners. ATL skills can be considered a 'toolkit' of skills that students can use at any given time. It will help them to:

- Reflect purposefully on their learning;
- Understand the diversity of learning needs
- Evaluate and provide evidence of their learning;
- Meet MYP subject aims and objectives;
- Share responsibility for creating productive, cooperative, and safe learning environments
- Develop confidence to try new strategies for learning
- Prepare for further study and responsible action within the local and global community.

ATL skills are both explicitly and implicitly taught in our curriculum and extended curriculum programmes. Below are the five skills categories, and an example of the type of skill that is taught, practiced, and nurtured under each category:

## Communication skills

- Give and receive meaningful feedback
- Write for different purposes
- Negotiate ideas and knowledge with peers and teachers
- Take effective notes in class

## Social skills (collaboration)

- Delegate and share responsibility for decision-making
- Help others to succeed
- Listen actively to other perspectives and ideas
- Advocate for one's own rights and needs

## Self-management skills (organization, affective and reflection skills)

- Plan short and long-term assignments; meet deadlines
- Set goals that are challenging and realistic
- Manage state of mind including mindfulness, perseverance, emotional management, self-motivation, and resilience
- Consider ethical, cultural, and environmental implications

## Research skills (information literacy, media literacy)

- Collect and analyse data to identify solutions and make informed decisions
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Seek a range of perspectives from multiple and varied sources
- Understand the impact of media representations and modes of presentation

## Thinking skills (critical thinking, creative thinking skills, transfer skills)

- Practise observing carefully in order to recognise problems
- Propose and evaluate a variety of solutions
- Practise flexible thinking - develop multiple opposing, contradictory, and complementary arguments
- Transfer current knowledge to learning of new technologies







# Service as Action

Service learning and building character is at the core of what we do. Our students engage in meaningful service partnerships within the BMIS community and beyond, to meaningfully impact our environment and the lives of others.

In the MYP our service opportunities are guided by the UN's Sustainable Development Goals, which ensures that our students are actively and positively engaging with a 'transforming world'.

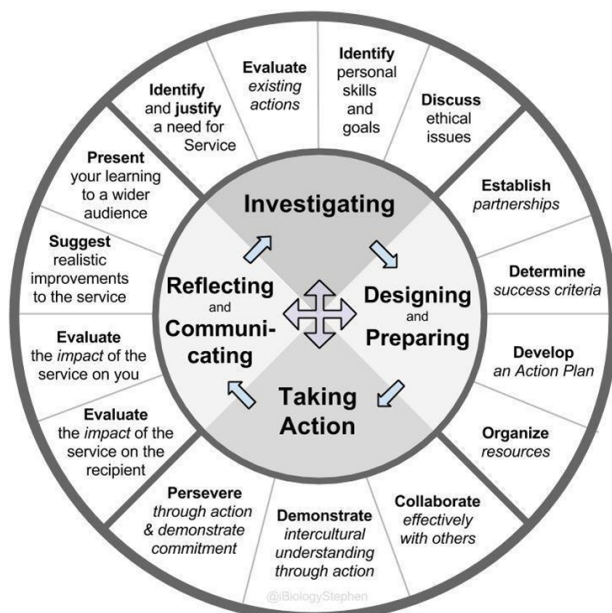
Our BMIS Service Learning Philosophy, Aims, Mission and Beliefs are:

- We believe that Service Learning is a commitment to working collaboratively and with integrity to respect the culture and needs of our host country and the broader world.
- We are motivated to make meaningful connections and positive contributions through student-initiated projects.
- We are inspired to demonstrate strong leadership by innovating and improving conditions both locally and globally.
- We aim for success by building sustainable, mutually beneficial partnerships within our diverse communities.

We are a service school and leaders in our service programmes; at BMIS, students are required to engage in service activities each year. Our students understand that service is an unpaid and voluntary exchange but that it also has a learning benefit for them - they learn to appreciate the importance of reciprocity in service and that the rights, dignity, and autonomy of all those involved are respected. Our service programme is guided by:

- Real, purposeful activities, with significant outcomes
- Reflection on outcomes and personal learning
- Thoughtful consideration, such as planning, reviewing progress, and reporting

Our service programmes are guided by the service learning cycle, as seen below.



## Service as Action

Through service as action our students undertake new challenges that develop their:

- Leadership skills
- Collaboration skills
- Organisational skills
- Communication skills
- Problem solving and critical and creative thinking skills
- Intercultural awareness and understanding

Our students also have the opportunity for their service activities to be regionally recognised through the AISA (Association of International Schools in Africa) award for 'Outstanding Service Project'.

This award is for a service learning project that is run by an individual student or group of students whose project has a direct benefit to a community. Bishops Mackenzie students have been recipients of this award in 2019, and 2022 and were highly commended in 2021 for the following service projects:

- Lilongwe River Bamboo Project: in partnership with the Lilongwe Water Board and the Forestry Commission our students' service project focused on helping to reduce run-off, siltation and Eutrophication of Kamuzu Dam - a key water source that provides water to the central region of Malawi.
- Project Eco-Dam: The aim was to reestablish a flourishing and sustainable ecosystem in the Area 10 dam, which has been exploited and had its biodiversity reduced over decades through littering, overfishing, and careless behaviour. This dam, once restored to its former glory, can be enjoyed responsibly and made use of by the local and expatriate communities. Our students noticed almost no insect, fish, invertebrate or amphibian life, which is very unusual for a dam in the tropical region. They educated the local stakeholders of the dam, held littering cleanups, tree planting and signposting to raise awareness on the perils of mismanagement of ecosystems.
- Interact Community Reading Project School Supply Assistance: our two Service activities Community reading and Interact came together and created study packs for 120 students from Ngowe Primary school, with the emergence of covid we noted that students in government schools were most affected. We created English and Math study packs we collected stationery within the school, we reached out to companies selling solar lamps and asked for a discount so we could purchase solar lamps for them as well.

As you can see, there are many opportunities for our students to develop as service oriented and internationally members of our local and global communities.

For further information on our service programme, please visit the school website to view the MYP Service as Action Handbook: [www.bmis.mw](http://www.bmis.mw)



# Personal Project

The personal project is an opportunity for students to produce a truly personal and often creative product or outcome and to demonstrate their learning in the MYP. Grade 10 students develop a learning goal and product goal that interests them personally and take steps to plan and create their product while developing their approaches to learning skills along the way.

The Personal Project is also one of the culminating experiences across the four IB programmes. For those students who completed the PYP they would have experienced the Exhibition, which was a demonstration of learning involving inquiry into the world around them. Similarly, the Personal Project is the culminating experience of the MYP. The Personal Project also offers strong links between subject-specific assessment in the DP, the Extended Essay, and the Extended Project. Through the Personal Project, students will experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work.

## The process journal

The process journal is the student's personal record of their progress throughout the project. It should record all of their ideas, planning, discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with their supervisor, and photographs – whatever they do that is part of the process should be kept in this document. The media for documenting the process can vary depending on the student's preferences. It can be written, visual, audio, or a combination of these, and it may include both paper and electronic forms.

## The product or outcome

The product students create is how they show other people what they have investigated. Apart from their journal, which will be part of their report and exhibition display, they need to have some way of showing what they have produced or achieved for their goal. This might be the actual product as a model, electronic article, or artwork, or it might be visuals of the outcome such as photographs of an event they organized.

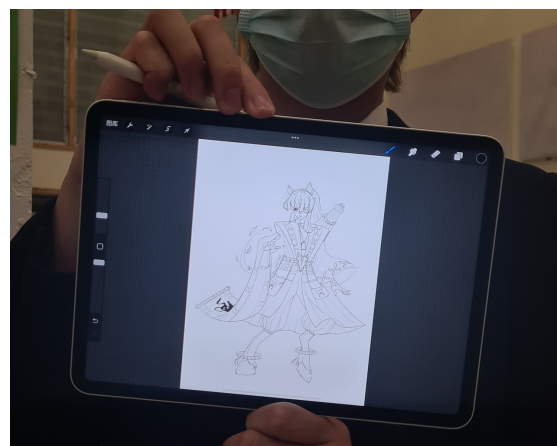
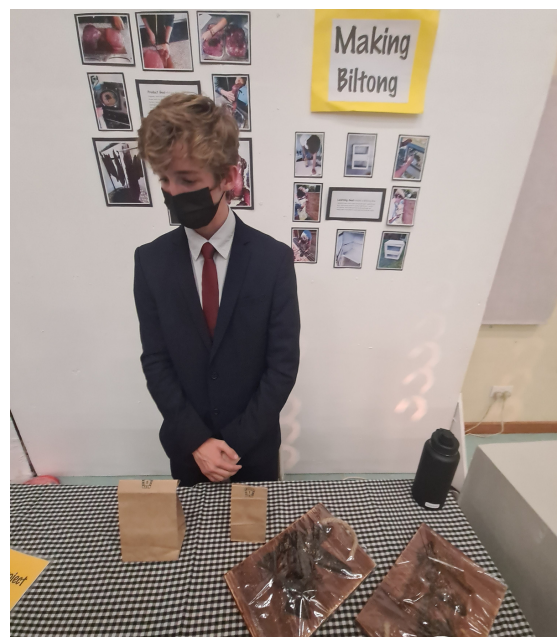
## The project report

The report that students produce will demonstrate their engagement with the Personal Project by summarizing the experiences and skills recorded in their process journal. The report can be presented in a range of possible formats including written, electronic (website, blog, slideshow), oral (podcast, radio broadcast, recorded), and visual (film).

## What are some of the products our students have created?

- How students can stimulate their brains to increase neuroplasticity: Booklet
- Law and anarchy: Novella
- Sexual harassment: Satirical artwork
- Light painting: Photographic exhibition
- Sustainability and recycling: Designing and creating a modular chicken house
- Insects of Malawi: Guide

Adapted from "MYP Personal project guide" © IBO 2014]



# 04 ASSESSING IN THE MYP



Assessment in the MYP is criterion-related, which means that teachers measure student attainment against specified subject criteria, which has been established by the IBO and is used globally in MYP schools. There are descriptors that explain as clearly as possible what each student has been able to achieve at that time. An overview of the criteria for each subject group can be found on pages 15- . At BMIS the purpose of assessment is to:

## Support and encourage student learning

- To help ascertain what learners know (knowledge), understand (understanding,) and can do (skills).
- To provide opportunities for reflection between students, teachers, and parents as partners in the learning process
- To inform, enhance, and improve the teaching and learning process
- To provide feedback to promote individual student growth.
- To empower students and promote positive attitudes toward learning

## Provide real-world authentic opportunities

- To prepare our students beyond the classroom

## Inform parents

- To help you understand your child's learning, growth, success, and areas for continued improvement

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. Criterion-related assessment is designed to help the students and their teachers determine what the next steps in their learning should be.

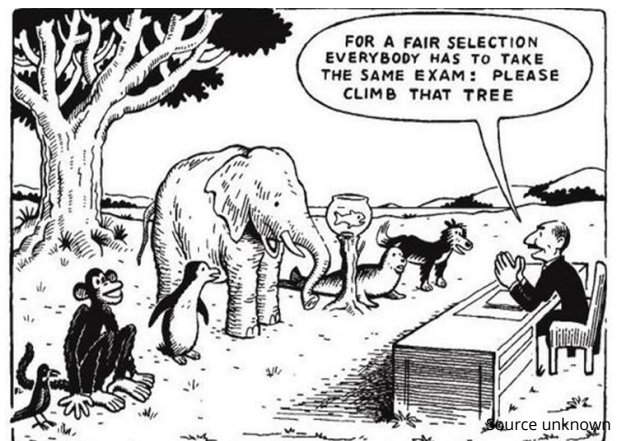
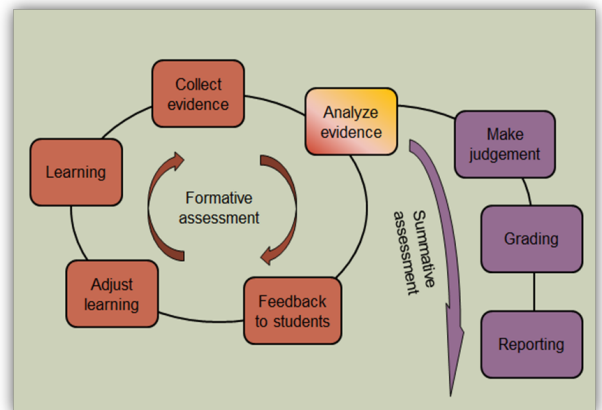
We understand that students need to be given the opportunity to be assessed in a variety of different ways, so at BMIS you will see a range of assessment types, including: performance, documentary, report, design, investigation, essay, plan, coaching, speech, lab, model, test/examination, justification, presentation, journal, analysis, experiment , debate, composition, creative writing, proposal.

## FORMATIVE AND SUMMATIVE ASSESSMENT

Our teachers in the MYP both formatively and summatively assess during each unit of inquiry.

Formative assessment is the term used to describe when teachers gather, analyse, and interpret evidence to improve student learning. What can this look like? **Observations, classwork, homework, quizzes, journal, student peer assessment, self assessment.**

Summative assessment is assessment that evaluates student achievement using the MYP subject specific criteria. What does this look like? **Measures what students know and can do, ; students are assessed against criteria and grades are awarded; reported grades**



## HOW ARE STUDENTS SUPPORTED TO COMPLETE ASSESSMENTS IN THE MYP?

- The assessment criteria are given with the task.
- Summative assessment tasks have an accompanying task sheet that clearly outlines the task and steps.□
- Learning in class builds towards the summative assessment.
- Time is often given in class to work on summative assessments.
- Teachers scaffold learning and work. They provide exemplars/ models and writing frames.

## HOW IS CONSISTENCY OF MARKING ENSURED?

- **Criteria:** Each subject in the MYP has a set of criteria, which is used globally.
- **Task specific clarifications:** Teachers clarify the expectations of each task and discuss what is required to be successful. A task sheet is given for each summative assessment, which helps guide the students and clearly communicates that task expectations.
- **Standardisation:** Each department has standardisation procedures to ensure that each assessment task is marked in a similar manner

## WHAT INFORMATION DO PARENTS RECEIVE ABOUT THEIR CHILD'S ASSESSMENTS?

- Summative assessment task sheets and grades are posted on ManageBac.
- A full academic report is issued in January and June with level of achievements for each criterion in each subject and comments (available on ManageBac).
- Parent-teacher-student conferences are held twice a year (October and February).
- Teachers are available throughout the year for face-to-face and virtual meetings, or via email.

## MYP SUBJECT GROUP GRADE DISTRIBUTIONS

Below are global MYP subject grade distributions that reflect students achievement in Year 11 (MYP 5). They are taken from the May 2019 Statistical Bulletin, which is published by the IBO, and are based on the MYP e-assessments. These can be used as a guide to understanding global levels of achievement across subject groups.

# The IB Middle Years Programme Statistical Bulletin

SUBJECT	MEAN	% 1	%2	%3	%4	%5	%6	%7
English LAL	4.64	0.31	1.11	11.51	31.84	35.10	17.00	3.12
French LA	4.75	0.07	2.74	16.07	24.22	24.37	24.81	7.70
Spanish LA	5.13	0.00	1.19	9.94	21.66	24.78	27.00	15.43
I+S	4.74	0.58	2.58	13.06	25.78	29.07	21.71	7.21
Sciences	4.33	2.48	7.35	26.19	17.60	21.79	14.44	10.14
Ext Maths	4.85	0.11	7.31	15.19	17.55	22.16	20.47	17.21
Maths	4.57	1.66	6.56	19.05	19.40	22.66	20.28	10.39
Drama	4.62	0.37	1.66	19.41	23.48	31.24	16.45	7.39
Music	4.58	1.13	1.58	20.54	25.28	24.60	20.09	6.77
Visual Arts	4.77	0.18	2.07	15.00	23.29	31.40	19.02	9.02
PHE	4.00	0.19	4.18	32.39	34.81	18.15	7.74	2.54
Design	4.53	0.67	2.60	23.06	24.76	20.91	21.27	6.72
PPProject	3.75	2.86	9.18	35.01	24.64	20.96	6.26	1.09

## MYP GRADES, BOUNDARIES, AND DESCRIPTORS

When the best fit grade for each criterion is awarded at the end of a reporting period (January and June), the student's overall score falls within a point range, which equates to an IB Mark on a scale of 1 to 7. The descriptors on the table below summarize what the IB grades mean.

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.

# 05 MYP SUBJECT GROUPS



## Language Options

In the IBO Middle Years Programme, language is studied as a Language and Literature subject (First Language) and as a Language Acquisition subject (Foreign Language). At BMIS, all students are expected to study a course in English Language and Literature (or after exiting their Language Acquisition English programme).

### LANGUAGE AND LITERATURE: ENGLISH

IB Framework	BMIS Offers
<p>Language and Literature are ideally studied in the mother tongue of the student but may be the language in which the student has the highest level of proficiency. It is often the language of instruction of the school, but need not be if the language of instruction is not the student's mother tongue. Any language mentioned in the "IB list of languages" (see section G9) can be taught as a Language and Literature course, provided the students have received instruction fulfilling the requirements and objectives as stated in the Language and Literature guide.</p> <p>The school is ultimately responsible for the quality of language training for its students. In many cases schools will have to establish a language programme for students whose mother tongue is not the language of instruction of the school and who arrive at the beginning of, or part-way through, the MYP. In such cases, the IB strongly encourages schools to help those students maintain and improve their mother tongue wherever possible while putting in place measures that will allow them to become proficient in the school's language of instruction.</p> <p>Where special external instruction takes place (private tutor) with the intent of providing an equivalent to an MYP Language and Literature course, any tutors appointed must be provided with the necessary documentation and material to teach the course. The external tutors must also have regular contact with the Language and Literature teachers within the school to ensure a common understanding of the course objectives, and they must carry out internal standardization of the final assessment at the end of the course.</p>	<p><b>Language and Literature - English</b> <i>4 lessons each week</i></p> <p>English is the language of instruction for all academic subjects at BMIS. It is the intention of the school that where possible, all MYP students will follow a programme in English Language &amp; Literature. English will continue to be the main Language and Literature course at BMIS.</p> <p><b>Language Acquisition - English</b> <i>4 lessons each week in lieu of English Language and Literature</i></p> <p>Students who are identified as Phase 1-3 English Language Learners (ELL) will attend English Language Acquisition in lieu of English Language and Literature.</p> <p>The English Language Acquisition course offers students the opportunity to develop their English language skills in order to successfully communicate both academically and socially.</p> <p><b>Language Support</b> <i>4 lessons each week in lieu of Language Acquisition (French/Spanish)</i></p> <p>Language Support is typically provided to our Phase 1-2 ELL students to further consolidate their learning in English Language Acquisition and to provide an opportunity to focus on a specific subject's language needs.</p>

## LANGUAGE ACQUISITION (FOREIGN LANGUAGE LEARNING)

As part of the IB's philosophy and approach, all students will learn a foreign language. The same language cannot be studied as a Language and Literature course and as Language Acquisition. Under exceptional circumstances, BMIS may be possible to support a student with their mother tongue as a Language and Literature course in place of English, in combination with English Language Acquisition. Parents are asked to consult with the Principal to discuss this option.

IB Framework	BMIS Offers
<p>Language Acquisition is a language other than the student's mother tongue, learned at school. The MYP requires schools and MYP partnerships of schools to provide sustained language learning in at least one Language Acquisition course over the whole course of the programme.</p> <p>The IB recognizes that many special cases will arise due to the transient nature of an international school's population. Consequently, it is a school's responsibility to make the best decision in the interest of each student, according to individual circumstances and the courses offered in the school. If the school's language of instruction is not the student's mother tongue, the school's language of instruction may be studied as Language Acquisition for a variable amount of time depending on individual circumstances.</p> <p>For students whose mother tongue is not the language of instruction of the school, the school's language of instruction may be considered appropriate as their Language Acquisition course. Language and Literature instruction in another language must also be provided for those students to make them eligible for the MYP certificate.</p> <p>In some cases a language understood by the student because of exposure to the language at home or elsewhere can be considered Language Acquisition depending on the individual student's level of proficiency in all four language skills (speaking, listening, reading and writing).</p> <p>MP Coordinator's Handbook © IBO, 2012</p>	<p><b>French</b> Our Primary (PYP) students are offered French and this continues into the Secondary (MYP and DP). When students begin French in Year 7 they are all Phase 1 learners. Students whose mother-tongue is French will be assessed for their suitability for this course, in consultation with their family.</p> <p><b>Spanish</b> Spanish is offered in both the MYP and DP. When students begin learning Spanish in Year 7 they are all Phase 1 learners. Students whose mother-tongue is Spanish will be assessed for their suitability for this course, in consultation with their family.</p> <p><b>English</b> English is offered to our Phase 1-3 English Language Learners (ELL).</p> <p><b>English Language Support</b> This additional support is typically offered to our Phase 1-2 English Language Learners (ELL)</p> <p><b>Mother Tongue Language</b> The school will provide curriculum guides and assessment support for mother tongue students, but will not provide a teacher of that language. Learning resources beyond those ordinarily available in the school must be provided by the student's family, including the provision of a tutor. Students (and their tutors) following a mother tongue programme would be expected to work closely with the MYP Coordinator (or designated supervisor) to make sure they follow IB requirements for assessment.</p>

## ADDITIONAL GUIDELINES

Please note that changes to language profiles at any time during the course of the student's study in the MYP can only be made after careful consideration by the family, under recommendation, and with the full support of the language teachers and the MYP Coordinator and/or Principal. When a student enrolls in our school mid-way through the school year, we believe it is important that both parents and student know that they will join a Language Acquisition class that already has reached a certain level of language development. If the student is transferring from a school to continue studying that language, then this should not present too many difficulties. However, where they may be starting a new language completely, then they will be behind the rest of the class by default, even if the class had started the school year at a beginner level. In these instances, BMIS cannot provide an individual programme for students starting a language for the first time. Obviously, the teacher will try to help the student catch up as much as possible. However, a proactive and independent attitude from the outset (and for the remainder of the school year) is expected from the student. Only with such a commitment will the student be able to catch up on the development of language skills already completed by the class by the time they enter it. Ideally, the school also recommends the temporary employment of a private tutor for lessons outside of school time until the gap is bridged.



# Subject Group Organisation

The information on the next two pages describes the subjects offered in the MYP at BMIS. In all grades subjects are mandatory. The programme is designed to give a balance across all subject groups as required by the IBO. The duration of each lesson is 50 minutes; Monday - Thursday students attend seven lessons, and on Friday six lessons.

Subject	Grade 6 MYP1	Grade 7 MPY2	Grade 8 MYP3	Grade 9 MYP4	Grade10 MYP5
<b>Language and Literature</b> English	4	4	4	4	4
<b>Language Acquisition</b> French / Spanish / English	4	4	4	4	4
<b>Mathematics</b> Y10-11: Standard/Extended	5	5	5	4	4
<b>Individuals and Societies</b>	4	4	4	4	4
<b>Sciences</b> Y7-10 integrated sciences: Biology, Chemistry, Physics Y11 choose three: Biology/Chemistry/Physics/ Design	4	4	4	4	2 2 2
<b>Design</b> Digital and Product	3	3	3	3	-
<b>Physical and Health Education (PHE)</b>	3	3	3	4	4
<b>Arts: Music, Theatre, Visual Art</b> Year 7 and 8 study all Arts on rotation Year 9 choose two Arts and study one each semester Years 10 and 11 choose one study all year	4	4	4	4	4
<b>Independent Reading Programme</b>	1	1	1	1	1
<b>Tutor Programme</b>	2	2	2	2	2
<b>Personal Project</b>	-	-	-	-	1
<b>Total lessons / week</b>	34	34	34	34	34

# LANGUAGE AND LITERATURE



## AIMS

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 analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

## CRITERIA

### Criterion A: Analysing

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

### Criterion B: Organizing

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

### Criterion C: Producing text

Students 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. Students make choices aimed at producing texts that affect both the creator and the audience.

### Criterion D: Using language

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

# LANGUAGE ACQUISITION



## AIMS

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

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts; develop multiliteracy skills through the use of a range of learning tools
- 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
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken; gain an awareness and understanding of the perspectives of people from their own and other cultures; develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

## CRITERIA

### Criterion A: Listening

Students interpret and construct meaning from spoken multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

### Criterion B: Reading

Students construct meaning and interpret written, spatial and visual aspects of texts to understand how these aspects interplay to convey ideas, values and attitudes.

### Criterion C: Speaking

Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques.

### Criterion D: Writing

Students recognize and use language suitable to the audience and purpose. Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful way.

# INDIVIDUALS AND SOCIETIES



## AIMS

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

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

## CRITERIA

### Criterion A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

### Criterion B: Investigating

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

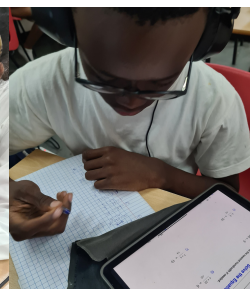
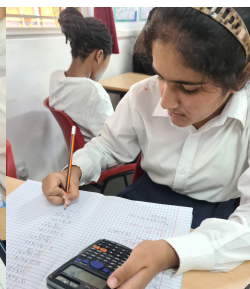
### Criterion C: Communicating

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

### Criterion D: Thinking critically

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

# MATHEMATICS



## AIMS

The aims of MYP mathematics courses 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;
- the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and 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.

## CRITERIA

### Criterion A: Knowing and understanding

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

### Criterion B: Investigating patterns

Students work through investigations to become risk-takers, inquirers and critical thinkers.

### Criterion C: Communicating

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

### Criterion D: Applying mathematics in real-life contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

# DESIGN



## AIMS

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

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

## CRITERIA

### Criterion A: Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

### Criterion B: Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution.

### Criterion C: Creating the solution

Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.

### Criterion 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.

# SCIENCES



## AIMS

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

## CRITERIA

### Criterion 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.

### Criterion B: Inquiring and designing

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

### Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

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

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.



## AIMS

The aims of MYP physical and health education are to encourage and enable students to:

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

## CRITERIA

### Criterion A: Knowing and understanding

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

### Criterion B: Planning for performance

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

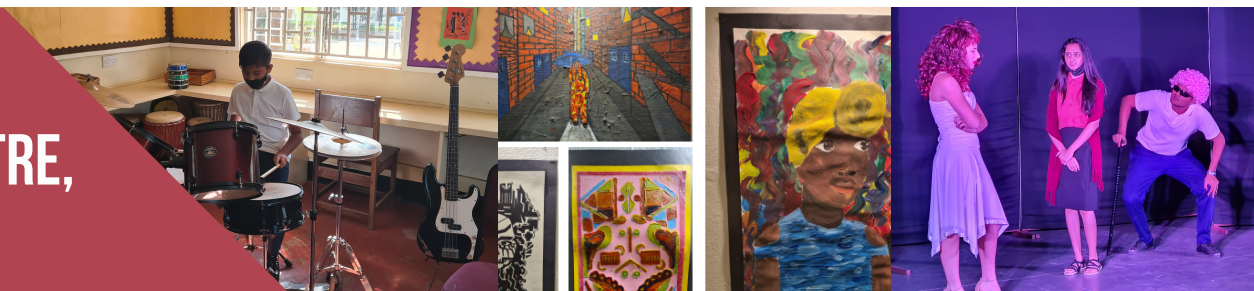
### Criterion C: Applying and performing

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

### Criterion D: Reflecting and improving performance

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

# ARTS: MUSIC, THEATRE, VISUAL ART



## AIMS

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

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

## CRITERIA

### Criterion A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

### Criterion B: Developing

Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/ techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.

**Criterion C: Creating or performing** The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

### Criterion D: Evaluating

Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

# INTERDISCIPLINARY LEARNING



## AIMS

The aims of interdisciplinary learning in the MYP are encourage students to:

- develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding
- explore (and integrate) different and diverse perspectives through inquiry
- reflect on the unique ways interdisciplinary learning allows us to communicate and act.

Each year of the MYP our students engage in a formatively planned and summatively assessed Interdisciplinary Unit (IDU) between two subject groups. Some examples of our current and previous IDUs include:

**Arts + PHE:** Students create a Cirque Du Soleil inspired production including creating their own costumes, set design, and music.

**Language and Literature + Individuals and Societies:** Students create their own propaganda posters.

**Design + Individuals and Societies:** Students design their own product using the principles of circular economy.

**Science + Mathematics:** Students analyse and interpret data collected from the Lilongwe Wildlife Centre.

## CRITERIA

### Criterion A: Evaluating

Students will evaluate how more than one discipline contributes to the interdisciplinary understanding of real-world issues and ideas.

### Criterion B: Synthesizing

Students will integrate knowledge from more than one discipline in ways that inform inquiry into realworld issues and ideas in order to explain phenomena or create a product.

### Criterion C: Reflecting

Students will reflect on the development of their interdisciplinary understanding of real-world issues and ideas.

# PERSONAL PROJECT



## AIMS

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- set goals and evaluate outcomes against them
- appreciate the process of learning and take pride in their accomplishments

Students address personal project objectives through:

- the process they follow
- the product or outcome they create
- the learning they evidence
- he report or presentation they make that explains what they have done and learned.

## CRITERIA

### Criterion A: Planning

Students state a learning goal for the project and explain how a personal interest led to that goal. They state an intended product/outcome and develop appropriate success criteria for it. They present a clear, detailed plan for achieving the product/outcome and its associated success criteria.

### Criterion B: Applying skills

Students explain how ATL skill(s) was/were applied to help achieve their learning goal and their product/outcome.

### Criterion C: Reflecting

Students explain the impact of the project on themselves or their learning and evaluate the product/ outcome based on the success criteria.

# TUTOR



Our students engage in our Tutor programme bi-weekly; one lesson is 50 minutes in length and the other is 35 minutes.

Our Tutor lessons provide an opportunity for our students to engage in:

- Child protection and safeguarding
- Digital Citizenship
- PSPE programme (Personal, social, and physical education)
- Social and emotional learning
- House competitions
- Service
- Team building
- Tutor group check-ins
- Approaches to learning skills
- College Counselling (G10-11)
- Supervised self-study
- Assemblies
- Workshops and/or sessions that are responsive to the Tutor group or year level's arising needs

# INDEPENDENT READING PROGRAMME



To encourage the love of reading and develop their literacy skills, our MYP students enjoy one timetabled lesson each week dedicated to independent reading.

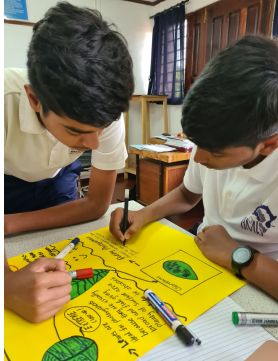
Our English department, in collaboration with our teaching team, have carefully curated a selection of books for students to read during this time, appealing to a range of genres and interests.

To consolidate their reading and to foster critical thinking skills, students also engage in meaningful, guided conversations in small groups (literature circles) about their texts.

Some of the texts that feature in our programme are shown below.



# LIFE OF AN MYP STUDENT AT BMIS







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