

Bishop Mackenzie International School

Belief | Motivation | Inspiration | Success



MIDDLE YEARS PROGRAMME HANDBOOK





MISSION STATEMENT

“BMIS educated and inspires students to value integrity, cultural diversity, and the pursuit of well-being and excellence. Our school fosters an environment which empowers students to become creative, confident, lifelong learners, ready to take action in the local and global communities.”

MOTTO

Belief | Motivation | Inspiration | Success

INTRODUCTION

The purpose of this guide is to explain the structure of the Middle Years Programme (MYP) curriculum at Bishop Mackenzie International School

BELIEF	MOTIVATION	INSPIRATION	SUCCESS
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	

What is the MYP?

The MYP is a curriculum that covers the age range of 11 to 16 (Years 7-11). 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. The MYP Curriculum provides for ease of movement between international schools around the world, as well as providing students with opportunities to gain internationally recognised Records of Achievement and the MYP Certificate at the age of 16.

At BMIS, the MYP also provides a natural progression from the IB Primary Years Programme (PYP) that covers the age range of 4-11 in the Primary School, as well as providing an excellent preparation for the IB Diploma (DP), the final two years of Secondary education. Year 10 and 11 in the MYP combined with Years 12 and 13 in the IB Diploma, provide rigorous foundation for the BMIS High School Diploma, recognised by universities around the world because of the school’s accreditation with CIS and NEASC.

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.
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.

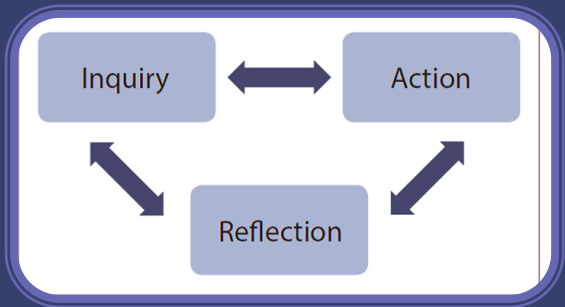


RECOGNITION

BMIS was authorized 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.





["MYP: From principles into practice" ©IBO 2014]

PRINCIPLES OF THE MYP

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.



HOLISTIC 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 these 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.

At BMIS (as in all MYP schools), our curriculum is built around the learning needs of the students. The context for this learning is provided by six *Global Contexts*, embedded within and visible across, the eight familiar subject groups.

The *Global Contexts* help to provide cohesiveness to the curriculum. They provide a framework for contextual learning through issues and ideas of personal, local and global significance and help young people in their search for a sense of place in the natural and social environment. They also help students to develop the knowledge, attitudes and skills they need to participate actively in a changing, and increasingly interrelated world.

The six *Global Contexts* are:

- Identities and relationships
- Orientation in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

In Years 10 and 11, students will apply their knowledge of the *Global Contexts* to a Personal Project of their choice.

AN IB MYP EDUCATION

CONTENT

An IB education encompasses subject content and understanding that meets international university 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**.

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 transfer of learning to new contexts.

CONNECTED

The holistic nature of the MYP programme 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.

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

COMMUNICATION

Language learning is emphasised in the MYP as a tool for the acquisition of all knowledge. Effective written and oral expression enables young people both to fit successfully into society as a whole, and to build their own personality through structured thinking. Consequently, language is central to the curriculum at Bishop Mackenzie International School.

"**Communication**" also refers to non-verbal forms of communication. A good command of expression in all its forms is therefore fundamental to learning. Many areas of the MYP support this concept, some of which are identified here.

The **Visual and the Performing Arts** support the concept of communication by allowing young people the opportunities to explore and communicate their thoughts and feelings. Students are encouraged to communicate both individually and collectively. The thoughts and feelings communicated through the work of other artists is also an important part of these subjects.

Communication through the use of technology in **MYP Design** is a dynamic, challenging and integral part of human activity. Students are made aware of the importance of technology transfers between sectors of activity and appreciate how development in one field affects another. Consequently, it is essential to learn how to pass information to a target audience appropriately and effectively - and to evaluate the results.

MYP **Mathematics** places considerable emphasis on mathematical literacy and requires students to use the language and symbols of mathematics through a variety of media and technologies. The language of mathematics is universal.

MYP **Physical and Health Education** allows for communication through the emphasis placed upon composition and expression through movement.



GLOBAL CONTEXTS

In the MYP, learning contexts should be (or should model) 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.

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 can 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). This contextual learning helps teachers and students answer the important question “Why are we learning this?” Often, students’ motivation to learn depends on the teacher’s ability to successfully answer this question.

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



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.

“Who does it involve?”

“ALL OF US!”

Students, parents, teachers, school administrators, the wider community!

Teachers, through the MYP, are especially responsible for helping students to develop skills with which they can see the world from a range of cultural perspectives.



GLOBAL CONTEXTS

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HOW DO GLOBAL CONTEXTS WORK?

Global Contexts are addressed in many ways in the school, such as:

- Through topics and ideas taught in the curriculum
- Interdisciplinary projects
- Tutor group programme
- Thematic days when special activities highlight an issue e.g. International Day
- Special assemblies e.g. Student Council Inauguration, Remembrance Day, etc.
- Use of resources available in the wider community of the school
- After-School Activities
- Meetings of students with their parents on special events e.g. Student-Led Conferences, etc.
- Community actions including service e.g., Interact Club, IT skills workshops for local staff, Student council, etc.

GLOBAL CONTEXTS

Identities and Relationships:

Who am I? Who are we?

Students 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 stands at the heart of the MYP curriculum, surrounding the student as the integral core 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 life-long 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 Social Skills poster created by BMIS students

ATL at BMIS

ATL skills are developed in our curriculum and ASA's. The five skill categories are:

- communication skills
- social skills (collaboration)
- self-management skills (organization,
- affective and reflection skills)
- research skills (information literacy, media literacy)
- thinking skills (critical thinking, creative thinking skills, transfer skills)

Throughout the Middle Years Programme, in all classes, teachers will adopt strategies that will help students to develop these skills to become successful lifelong learners. Students reflect on their ATL skills development in their Student Planners, and with their classroom teachers and Tutor.

All subject teachers include written feedback to parents (and students) in the mid-year and end of year report, highlighting the ability of each student to demonstrate ATL skills. The Term 1 interim report is also based on students' ATL skill development.

ATL Social Skills
WHAT DOES COLLABORATION LOOK LIKE FOR BISHOP ?

ATL skill cluster

- Communication**
 - Communication skills
- Social**
 - Collaboration skills
- Self-management**
 - Organisation skills
 - Affective skills
 - Reflection skills
- Research**
 - Information literacy skills
 - Media literacy skills
- Thinking**
 - Critical thinking skills
 - Creative thinking skills
 - Transfer skills

BMIS

- After school activities (ASA)
- Week without walls (WWW)
- House teams and events
- Productions
- School dance
- MUN / EAMUN
- Interact club
- International day
- IDU
- Student counsel
- Experiments
- Debates
- Performance
- Group work in class

Qualities BMIS strengthens through collaboration

- Empathy
- Open-mindedness
- Risk-taking
- Kindness
- Participation
- Flexibility
- Patience
- Appreciation of others
- Learning style
- Leadership
- Forgiveness
- Compromise

Benefits

- Build on existing knowledge
- Learn and grow together
- Become closer
- Improve your character
- Work with new people
- Understand others
- Learn to follow and lead

Strategies

- Peer assessment
- Positive peer pressure
- Constructive criticism
- Roles
- Consensus
- Use each other's strengths

SERVICE PARTNERS EXHIBITION

Each year we hold a Service Partners Exhibition, which provides students with the opportunity to create community links for their service projects. Below are some examples of our service activities and their impact statements:

ALL CREATURES: *Impacting the lives of stray rescued animals through finding owners for them and educating the public about animal welfare.*

COMMUNITY READING: *Our aim is that every student from the Jane Adams Community School, who joins our club, grows confidence as a reader.*

GIRL UP: *Through education, advocacy, and service, Girl Up Club wishes to develop the leadership skills necessary to make a positive difference in the lives of girls everywhere.*

NDI MOYO: *To improve the living conditions of patients and create awareness of information in the Ndi Moyo Hospice.*

OPERATION SMILE: *To provide life-changing cleft surgery to children in Malawi, and to advocate for safe surgical care.*



SERVICE AS ACTION

All our students are members of various communities such as family, school, the local community in Lilongwe, Malawi and the world global community.

The MYP aims for students to become responsible citizens within these environments while simultaneously become more aware of their own areas of strength and areas for growth. Through Service as Action students will undertake new challenges that develop new skills and will have to work collaboratively with others.

Through this approach it is hoped that the students become involved in interactive situations that will promote true intercultural understanding displayed by an appreciation and respect of others.

At BMIS, students are required to engage in service activities each year.

The programme is monitored carefully by the Service as Action Coordinator. In keeping with the IBO guidelines, “that activities should reflect the level of psychological sophistication of the students”, it is intended that as students’ progress through the school they will gradually participate in less school-based and more local service activities in and around Lilongwe and Malawi.

Year 10 and 11 students will be given the opportunity to use their talents, interests and organisational skills to initiate their own activities with support and guidance from the Service as Action Coordinator. This experience also encourages students to become more independent and adequately prepares them for the IB Diploma CAS programme where they are also expected to initiate and implement their own ideas.

For further information, please visit the school website to view the *MYP Service as Action Handbook*: www.bmis.mw



THE SERVICE LEARNING CYCLE

INVESTIGATION

Students find/identify the problem or the situation where they can help the local community.

DESIGNING AND PREPARING

Students collect the information they need and make a precise plan of their actions.

With the help of their parents, tutor or the Service as Action Coordinator, they prepare to take action. They can decide if it would be better to complete their service activity individually or in a group.

TAKING ACTION!

It takes a lot of effort to really make a difference inside a community. Students need to use all their talents as well as techniques developed at school to fulfil their expectations. Students will be rewarded with a sense of satisfaction and self – esteem.

REFLECTING AND COMMUNICATING

Students evaluate the impact of the service on themselves and the recipient. They consider: How effective was it? Did they address the need they initially set out to? They reflect on and suggest realistic improvements to their service - how could it have made a greater impact? Students present their learning to a wider audience, and can opt to do this at the Service Learning Exhibition!



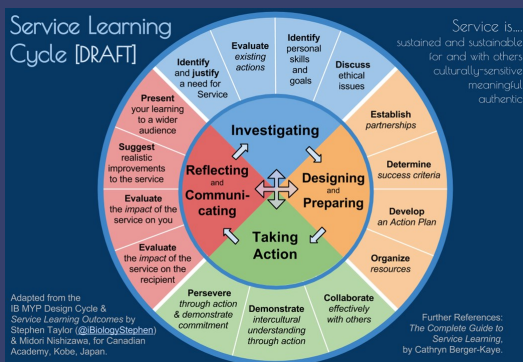
SERVICE AS ACTION

At the end of each activity, the students will be asked to upload reflections and evidence on ManageBac in order for them to reflect on their involvement. This reflection activity will also give the students the opportunity to share their views on how to improve the activities in the future, therefore giving them a chance to help in the development of the Service as Action programme.

The Service as Action programme will count towards the student's IB MYP graduation, therefore it is a requirement that each student completes the programme before the end of the school year. If any student fails to complete the minimum time requirement they will be expected to complete their hours and their evaluations during the end of year break in order to graduate from that particular year.

At the beginning of the academic year students will be provided with a handbook that provides them with more information regarding Service as Action at BMIS.

For more information about Service as Action at BMIS, please visit the school's **website www.bmis.mw**



THE PERSONAL PROJECT

The personal project is an opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate their learning in the MYP. Year 11 students choose a topic that interests them personally, and one global context that helps them develop their project with a clear and specific focus.

WHY DO STUDENTS HAVE TO COMPLETE THE PERSONAL PROJECT?

The Personal Project is mandatory for all Year 11 MYP students. Successful completion of the Personal Project is a requirement for awarding the MYP Certificate. *NB: BMIS is currently not offering the MYP Certificate. For further information please contact the Secondary Head Teacher.*

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 and the Extended Essay. 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 PERSONAL PROJECT COMPONENTS

THE PROCESS JOURNAL

The process journal is the students' 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/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, artwork, or it might be visuals of the outcome such as photographs of an event they organized.

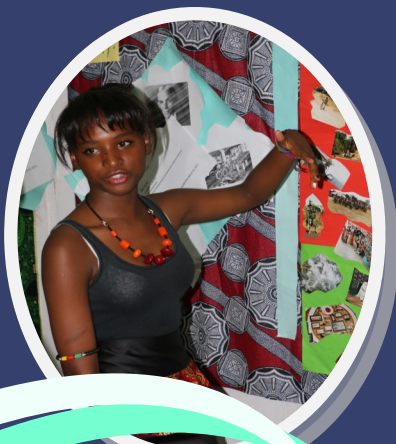
THE PROJECT REPORT

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), visual (film).

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

EXAMPLE TOPICS AND PRODUCT CREATED BY BMIS STUDENTS

- 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
- Off-road motorcycle adventure: Documentary
- Coding: App/game
- Insects of Malawi: Guide



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

There is no such thing as an *average student* in the MYP. Everyone is an *individual*.

At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. Teachers will maintain a record of individual student attainment on a regular basis in *subject portfolios*.

At the end of Term 1 and Term 3, teachers will report the attainment reached in all subject criteria at that time to parents. Students and parents can discuss any weaknesses and strengths with each subject teacher with the help of the subject portfolio and agree possible learning strategies that will enable personal growth in both the immediate and long-term futures.



ASSESSING IN THE MYP

Assessment in the MYP is *criterion related*, which means that teachers measure student attainment against specified subject criteria rather than against other individuals in the class.

For each subject taught at BMIS, there is a set of criteria established by the IBO. For each individual criterion there is a range of points awarded, based on student performance at the time of assessment. There are clear descriptors that explain as clearly as possible what each student has been able to achieve at that time.

When the points for each criterion are totaled at the end of a reporting period (usually December 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 Marks 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.

ANATOMY OF A SUBJECT REPORT

All subject reports provided at the end of **Term 1** and **Term 3** are generated through ManageBac and have the following format :

- **INFORMATION:** Name of subject; student name as it appears in their passport; name of teacher writing the report
- **TUTOR GROUP ID:** Year level and teacher code
- **CRITERION LEVELS:** Summative marks for each criterion. These marks are determined by the teacher from the marking evidence in the student's portfolio of assessment and are standardized between teaching groups in the same subject
- **SUMMATIVE GRADE:** The summative grade is calculated from the sum of the criterion marks, using the IB's prescribed boundary guidelines
- **TEACHER COMMENT:** The comment will highlight strengths and weaknesses identified through the assessment marks in the subject portfolio. It will also make reference to ATL skills development, and identify individual learning goals for further development before the next reporting period.

Subject Reports

Language and literature: **English** Year **—**

Learner Profile: Inquirers, Knowledgeable, Thinkers

MYP Assessment Criteria Achievement Level Maximum

Criterion	Description	Level	Maximum
A: Analysing	provides substantial identification and comment upon significant aspects of texts, provides substantial identification and comment upon the creator's choices, sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology, describes some similarities and differences in features across and within and between texts.	5	8
B: Organizing	makes competent use of organizational structures that serve the context and intention; organizes opinions and ideas in a logical manner, with ideas building on each other, makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.	6	8
C: Producing text	produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas, makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience, selects extensive relevant details and examples to support ideas.	7	8
D: Using language	uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently, writes and speaks competently in a register and style that serve the context and intention, uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication, spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication, makes sufficient use of appropriate non-verbal communication techniques.	6	8
Totals:		24	32

Final Grade
6

Comments

is an outstanding student who is intelligent, self-motivated and very hard-working. She consistently exceeds expectations, frequently submits extra credit writing and presentations and is a very active participant in class. In regard to course subject matter, her comprehension is strong as is her command of language (i.e., grammar, vocabulary and sentence structure). She also achieves top marks on her written assessments. I also appreciate her maturity and integrity - rare qualities at such a young age. She is a real asset to the class. Thank you for your tremendous performance this term; keep up the excellent work.

Grade	1	2	3	4	5	6	7
Boundaries	0 - 5	6 - 9	10 - 14	15 - 18	19 - 23	24 - 27	28 - 32

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Page 5 of 14

FORMATIVE AND SUMMATIVE ASSESSMENT

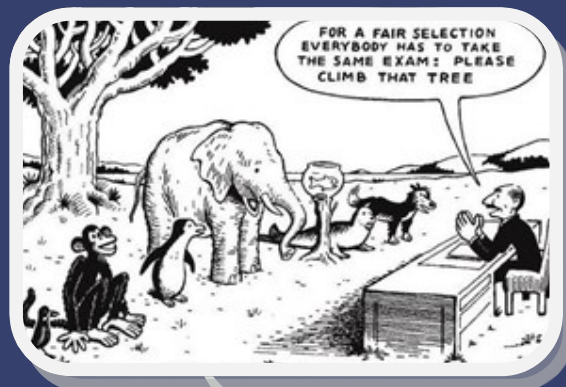
Formative assessment is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks.

Summative assessment is the judgement made by the teacher of the standard of achievement reached by each student at the end of Term 1 and Term 3. A summative task may be set to judge a student's 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.

The MYP values the use of a **variety of assessment** strategies during the programme, for example:

- Tests and examinations: written; oral etc.
- Skills assessment: practical; performance etc.
- Presentations and demonstrations
- Reports and essays
- Peer review
- Product or exhibition
- Journal or portfolio
- Proposals
- Videos (multimedia)



ADJUSTMENTS TO ACCESS THE CURRICULUM

Students with Learning Support (Language and Learning) requirements may require reasonable adjustments to access the MYP curriculum, including internal and external assessments. Reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements (IBO). The overall learning outcome must remain the same. Examples of reasonable adjustments include:

- Changes to the presentation of the test or method of response
- Additional time
- Typing rather than handwriting assessment
- Access to a scribe
- Using voice recognition software

When possible, BMIS will recruit the services of an Educational Psychologist to assess and identify special educational needs. This assessment will be at the expense of the parent/family.

Educational Support (Language and Learning) is offered as a stand-alone class in the MYP. Educational Support is timetabled against Design, and if further support is required, this is timetabled against Language Acquisition. In-class support is provided where possible.

The MYP Coordinator and Educational Support Coordinator work in close collaboration with classroom teachers, parents and the individual student to understand their learning needs and to create an individualised education program (IEP).

Classroom teachers differentiate to accommodate students' learning needs and styles. Some examples of differentiation include:

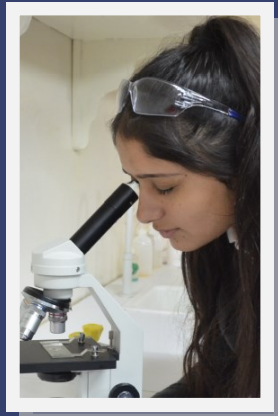
- Writing frames / templates / exemplars
- Vocabulary lists / glossaries
- One-to-one support
- Tiered scaffolding (class/small group/individual)

The central role of Approaches to Learning (ATL), also helps teachers and students respond in a flexible way to varied learning needs and skills

Further to this, our After School Activities (ASA) include Mathematics, English, French/Spanish , Individuals and Societies, and general homework support.

GIFTED AND TALENTED

While BMIS does not offer a separate gifted and talented program, regular review of performance takes place, so that exceptional educational needs, including those of gifted children, may be identified. In consultation with the class teachers, MYP Coordinator and the Educational Support Coordinator and teachers, an individualised education program (IEP) may be proposed to the student and parents/guardians. The IEP exists within the current structures of the school. In exceptional circumstances, a gifted student may be promoted to a year level that provides a more suitable learning context.



LANGUAGE OPTIONS AT BMIS

In the IBO Middle Years Programme, language is studied as a Language and Literature subject (First Language) and as Language Acquisition subject (Foreign Language). At BMIS, all students are expected to study a course of English Language and Literature (or after exiting their Language Acquisition English programme). The Language Acquisition course studied by an individual student will be governed by the language framework as described by the IBO, and outlined to the right.

LANGUAGE AND LITERATURE: ENGLISH

IB FRAMEWORK

Language and Literature is 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 (May 2014).

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.

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

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Language and Literature - English

English is the language of instruction for all academic subjects at BMIS. It is the intention of the school that ideally all MYP students will follow a programme in English Language & Literature. English will continue to be the main Language and Literature course at BMIS for the foreseeable future.

Language Support

Support is provided in place of Design, if the student's acquisition of English is still developing. They will also follow a course in English Language Acquisition. (timetabled against English Language and Literature).

Additional Language Support

Additional language support is provided in place of Language Acquisition French/Spanish, and is for students who are following a course in English Language Acquisition, and Language Support.

ADDITIONAL GUIDANCE

The same language cannot be studied as a Language and Literature course and as Language Acquisition.

Under exceptional circumstances, it 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 **Head Teacher** to discuss this option.

For the purposes of the MYP certificate, Language Support may not be registered for final assessment. Families of students for whom Language Support will be a major subject in Year 10 and/or Year 11 must consult with the **Language Support teacher and the MYP Coordinator** to discuss final assessment requirements for the MYP certificate. It will still be possible for Language Support students to earn credits towards the BMIS High School Diploma in each of their other academic subjects in Years 10 and 11. (Please note that BMIS does not currently offer the MYP Certificate).

Changes to an individual student's language profile:

- 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, and under recommendation and with the full support of the language teachers and the **MYP Coordinator and/or Head Teacher**.
- Students must have been enrolled in the MYP for the full Year 11 in order to be registered for final assessment. Changes to an individual student language profile are not therefore advised during this final year of the programme.

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::

- He/she 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.
- 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.

LANGUAGE ACQUISITION

IB FRAMEWORK

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.

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.

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.

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).

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French

French has traditionally been the only language offered by BMIS, and it will continue to be the main language offered in the foreseeable future.

Spanish

Spanish is offered to students who have French as a mother tongue and therefore would not benefit from studying French. Spanish may also be offered to other students provided there are places in the class available to them.

English

English will be provided to students who are not able to currently access the English Language and Literature programme.

Language Support

Language support will be provided for students who require additional whose acquisition of English is still developing, and is timetabled against Design.

Mother Tongue Language

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.

The Language Acquisition subject group is organized into six phases. The phases represent a developmental continuum of additional language learning. Depending on their prior additional language learning experiences, this allows students to:

- start their MYP Language Acquisition course in any phase on the continuum
- exit their MYP Language Acquisition course from any phase on the continuum.

The use of phases to describe a student's level of development, better supports conversations about future further study, and allows these to take place earlier in the student's education.

For example, phases 4, 5 and 6 allow for a smooth transition from MYP Language Acquisition to Diploma group 2 courses, and for strong linguists, to group 1 courses also. The MYP framework for Language Acquisition reflects the concepts and skills of the presumed knowledge for these Diploma courses.

Students continuing on to the Diploma will have developed not only an inquiring and reflective approach to language learning, but also critical-thinking and literacy skills that they will be able to apply and extend in group 1 and group 2 courses.

On the following page is a chart detailing the Secondary Language Pathways. This chart gives an indication of the possible language development pathways open to students. Parents and students should use this as a guide, and discuss any future aspirations with the MYP Coordinator, Language Acquisition HOD and Language Acquisition teacher. Transitions from MYP Language Acquisition to Diploma groups 1 and 2 will always be discussed on an individual student basis.



SECONDARY LANGUAGE PATHWAYS

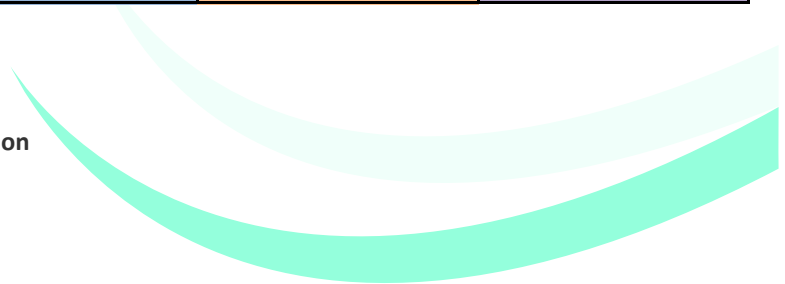
MYP Y7-11 NATIVE SPEAKER OF ENGLISH				
	LANGUAGE A	LANGUAGE B	SUPPORT	DP PATHWAY
Native speaker of English	English Language and Literature	French/Spanish Lang Acquisition		Language A: English Language B: French/ Spanish

MYP Y7-9 NATIVE SPEAKER OF LANGUAGE OTHER THAN ENGLISH				
	LANGUAGE A	LANGUAGE B	SUPPORT	DP PATHWAY
Phase 5 English Language Learner	English Language and Literature	French/Spanish Lang Acquisition	Monitoring	Language A: English Language B: French/ Spanish OR Language A: English Language A: Mother tongue
Phase 4+ English Language Learner	English Language and Literature	French/Spanish Lang Acquisition	Monitoring/Language Support	
Phase 3 English Language Learner		English Lang Acquisition French/Spanish Lang Acquisition	Language Support	
Phase 1-2 English Language Learner		English Lang Acquisition	Language Support Additional Language Support	

MYP Y10-11 NATIVE SPEAKER OF LANGUAGE OTHER THAN ENGLISH				
	LANGUAGE A	LANGUAGE B	SUPPORT	DP PATHWAY
Phase 5 English Language Learner	English Language and Literature	French/Spanish Lang Acquisition	Monitoring	Language A: English Language B: French/ Spanish OR Language A: English Language A: Mother tongue
Phase 4+ English Language Learner	English Language and Literature	French/Spanish Lang Acquisition	Monitoring/Language Support	
Phase 3 English Language Learner		English Lang Acquisition French/Spanish Lang Acquisition	Language Support	Language A: Mother tongue Language B: English
Phase 1-2 English Language Learner		English Lang Acquisition	Language Support Additional Language Support	

Language Support timetabled against Design

Additional Language Support timetabled against Language Acquisition



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 55 minutes.

One class per week is devoted to a tutorial where students follow the Personal Social & Health Education (PSPE)

YEARS 7 + 8			
SUBJECT GROUP	DISCIPLINE	LESSONS/ WEEK	
		55 minute lessons	
		YEAR 7	YEAR 8
Language and Literature	English	4	4
Mathematics	Mathematics	5	5
Sciences	Integrated Science	4	4
Individuals and Societies	Integrated	3	3
Language Acquisition	French	3	3
	Spanish		
	English (<i>timetabled against Language and Literature</i>)		
	OR		
	Additional Educational Support		
Design	Digital/Product	3	3
	OR		
	Educational Support		
PHE	PHE	3	3
Arts	Drama	1	1
	Music	1	1
	Visual Art	1	1
	Tutor Period	1	1
	TOTAL	29	29



SUBJECT GROUP ORGANISATION

YEARS 9-11

SUBJECT GROUP	DISCIPLINE	LESSONS/WEEK		
		55 minute lessons		
		YEAR 9	YEAR 10	YEAR 11
Language and Literature	English	4	4	4
Mathematics	Mathematics	4	-	-
	Mathematics Standard OR Mathematics Extended	-	4	4
Sciences	Physics, Chemistry, Biology (Block rotation)	5	4	4
Individuals and Societies	Geography, Economics, History (Block rotation)	3	4	4
Language Acquisition	French Spanish English (<i>timetabled against Language and Literature</i>) OR Additional Educational Support	3	3	3
	Design	Digital/Product OR Educational Support	3	3
PHE	PHE	3	3	3
Arts	Drama Music Visual Art	1 1 1	-	-
	Students select 2 of the following: Drama Music Visual Art (Block rotation)	-	3	-
	Students select 1 of the following: Drama Music Visual Art (Block rotation)	-	-	3
	Tutor Period	1	1	1
	TOTAL	29	29	29

LANGUAGE AND LITERATURE: ENGLISH

AIMS:

- 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.

SUBJECT CRITERIA

A	B	C	D
Analysing	Organising	Producing Text	Using Language

ORGANISATION

English has an important role at BMIS because it is our language of instruction. Students following a programme in Language and Literature are also expected to function at an academic level in all other subject groups.



MATHEMATICS

AIMS:

- 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 power 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

SUBJECT CRITERIA

A	B	C	D
Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-Life Contexts

ORGANISATION

The framework for MYP Mathematics outlines five branches of mathematical study:

- Number
- Algebra
- Geometry and trigonometry
- Discrete mathematics
- Statistics and probability



Students transferring from other systems may have a period of adjustment, particularly if they have focused on only one or two of these branches in their previous school. Additional support may be necessary through the mathematics teacher or learning support team. In Years 10 and 11, strong students who could potentially study HL Mathematics in the IB Diploma, will be encouraged to follow an **extended** and more demanding programme of mathematics.

PHYSICAL AND HEALTH EDUCATION—PHE

AIMS:

- 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



SUBJECT CRITERIA

A	B	C	D
Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance

ORGANISATION

MYP Physical and Health Education is explored through a wide range of physical activity throughout the school year. These activities include:

- Swimming
- Football
- Rugby
- Gymnastics
- Netball
- Basketball
- Athletics (track and field)
- Sports leadership

SCIENCES

AIMS:

- 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

SUBJECT CRITERIA

A	B	C	D
Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science

ORGANISATION

The sciences are studied in an integrated course in Years 7-8. In Years 9, 10, and 11, students will study three separate disciplines with specialist teachers, in preparation for further study in the IB Diploma:

- Biology
- Chemistry
- Physics



These three disciplines are organized on a block rotation so that student study each discipline for an equal amount of time each year. There are a total of three rotation blocks in each year.

INDIVIDUALS AND SOCIETIES (HUMANITIES)

AIMS:

- appreciate human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments
- 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 understanding of the relationships between individuals, societies
- understand the environments in which they live.



SUBJECT CRITERIA

A	B	C	D
Knowing and Understanding	Investigating	Communicating	Thinking Critically

ORGANISATION

Individuals and Societies are studied in an integrated course in Year 7-9. In Years 10 and 11, students will study three separate disciplines with specialist teachers, in preparation for further study in the IB Diploma in Years 12 and 13:

- Economics
- Geography
- History

These three disciplines are organized on a block rotation so that students study each discipline for an equal amount of time each year. There are a total of three rotation blocks in each year.

LANGUAGE ACQUISITION

AIMS:

- 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 multiliteracy 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.

SUBJECT CRITERIA

A	B	C	D
Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communicating in Response to Spoken, Written and Visual Text	Using Language in Spoken and Written Form

ORGANISATION

Students can choose to study Language Acquisition:

- French
- Spanish
- English

Please see pages 15 and 16 of this handbook for further guidance.



ARTS

AIMS:

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 context
- respond to and reflect on art
- deepen their understanding of the world



SUBJECT CRITERIA

A	B	C	D
Knowing and Understanding	Developing Skills	Thinking Creatively	Responding

ORGANISATION

The Arts are explored from two different perspectives:

- Visual Art
- **Performing Arts** – Drama and Music

In Years 7, 8 and 9 we offer all three arts subjects for one lesson each per week

In Year 10, students choose to follow only two arts subjects, and study each for half a year. In Year 11, students will study only one of these for the whole year.



DESIGN

AIMS:

- Enjoy the design process, 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

SUBJECT CRITERIA

A	B	C	D
Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating

ORGANISATION

MYP Design has a focus on creating products or solutions to real world problems through the design cycle © IBO 2014

