



Newland
College

International Baccalaureate

MIDDLE YEARS PROGRAMME (MYP)

CURRICULUM GUIDE FOR STUDENTS, PARENTS AND GUARDIANS



REALISE YOUR POTENTIAL



International Baccalaureate

MIDDLE YEARS PROGRAMME (MYP)

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Introduction to the Middle Years Programme

THE MIDDLE YEARS PROGRAMME

Newland College celebrates diversity and our students come from an array of backgrounds in the locality and overseas.

Our staff are all experienced teachers, many of whom have lived in various parts of the world and understand the opportunities and challenges faced when moving from one country to another.

At Newland College learning in the IB Middle Years programme is personalised for each individual. Small class sizes enable teachers and students to track progress and ensure that everyone is challenged at their own level.

The IB MYP is an academically challenging curriculum framework with eight discrete academic areas that encourage students to embrace and understand connections between the subject content and the real world, while developing critical and reflective thinking skills. There is an emphasis on the interrelatedness of the subject areas so that the different academic departments work together during the year to complete projects utilising skills, concepts and content from several subject disciplines. Running through our programme are three fundamental concepts: intercultural awareness, holistic learning and communication.

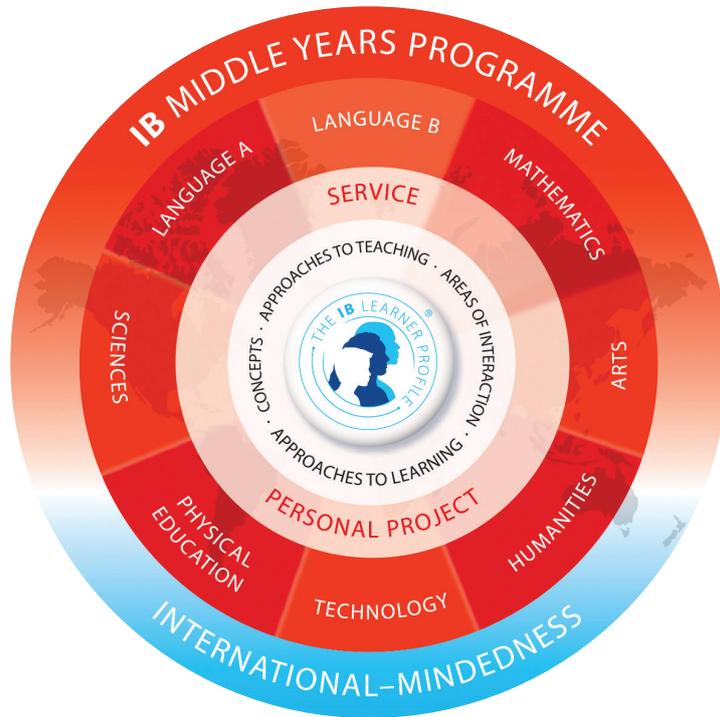
The IB Learner Profile

At the core of all IB Programmes is the learner profile, 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities.

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The Middle Years Programme

The IB Middle Years Programme (MYP), a five year programme for students aged 11 to 16, is designed as an inclusive, whole-college programme delivered via the International Baccalaureate (IB).



Parents who want the best possible education for their children choose the MYP because it includes:

- Rigorous learning objectives
- A student-centred approach to teaching
- An inquiry led, concept-based, approach to learning
- International perspectives
- Concern for the whole child
- Sustained teaching and learning in more than one language
- A focus on learning how to learn
- The development of flexible thinking that prepares students to evaluate information critically and apply knowledge in complex, unfamiliar situations

The MYP teaches tools for life-long learning and fosters responsible attitudes that help students discover how to use what they learn to take principled action. The MYP's focus on independent learning makes it the ideal preparation for the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

Distinctive features of the MYP at Newland College include:

Prescribed key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.

Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

Approaches to teaching and learning (ATL), a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.

Action and service, essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities. MYP projects are informed by respected models of service learning and provide stepping stones toward the Diploma Programme's core requirements for Creativity, Action and Service (CAS).

The Personal Project, for students completing the programme in year 5, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

The Community Project for students in year 3 of the MYP, focusses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project provides students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners.

Transitioning to the MYP

The MYP is a well-recognised curriculum that allows students to progress to both the IB Diploma Programme and other national curriculum schools.

Table 1: Grade and age comparisons for UK and US students transitioning into the MYP

Student Age (Years)	MYP	UK	US
11 – 12	Year 1	Year 7	Grade 6
12 – 13	Year 2	Year 8	Grade 7
13 – 14	Year 3	Year 9	Grade 8
14 – 15	Year 4	Year 10	Grade 9
15 – 16	Year 5	Year 11	Grade 10

Teaching & Learning at Newland College

At Newland College all units of work, classroom lessons and assessments are based on key concepts. We believe that conceptual understandings, as opposed to just content knowledge, transfer through time, across cultures and situations and supports the ability to see patterns and connections between global ideas, events and issues.

At Newland College we believe in a student-centred, inquiry-directed approach to conceptual learning in the Middle Years Programme. Each lesson is structured around a learning outcome that all students must reach to be successful. How each student finds this success is unique with student-generated success criteria created in each lesson to ensure expectations are high and achievable.

An integral part of the MYP is a strong focus on teachable learning skills known as Approaches to Learning (ATL). All lessons have an ATL focus that ensures skills are explicitly modelled, taught and assessed continuously throughout the year. Students are assessed on their ATL skill competency and provided feedback on how to improve the use of each skill. We believe mastering learning skills is a crucial part of becoming a successful IB student and place as much emphasis on these as summative assessments.

Course Selection

In the MYP, students study 8 subjects, with a minimum of 50 teaching hours per subject each year.

MYP subjects offered at Newland College include:

English: Language and Literature
Latin/Classical Civilisations, and Spanish or Mandarin
Visual Art and/or Music
Design and Technology
Integrated Science
Individuals and Societies
Physical and Health Education
Mathematics

Students enrolled in years one to three study both visual art and music each week whereas year four and five students select either visual art or music.

Subject Overview

All subjects in the Middle Years Programme have prescribed key and related concepts through which units of inquiry are developed by the teachers. A unit of inquiry may have duration between two and eight weeks and will always contain at least one assessment task to attain a student's progress throughout the term.

There are 16 prescribed Key Concepts through which all units of inquiry are developed. Each subject has a maximum of four key concepts to explore within the five years of the MYP.

Table 2: Key Concepts of the MYP

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Systems	Time, Place and Space

Once the concept has been selected for a unit of inquiry, teachers develop appropriate content for the students to acquire as they explore. Content for each subject is prescribed by the IB to ensure they are able to access their summative online exams (eAssessments) at the end of Year 5 of the Middle Years Programme.

Language and Literature – English

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you’re not lonely and isolated from anyone. You belong.” F. Scott Fitzgerald

Language and Literature (English) in the Middle Years Programme provides Newland College students with the ability to use language as a vehicle for thought, creativity, learning and self-reflection. Students use language as a tool for personal growth, social interaction and for developing relationships within our international community. Through the study of differing texts and utilising a variety of online resources students understand more clearly aspects of their own culture and those of other cultures. At Newland College there is an emphasis on the celebration of diversity, which is a fundamental part of our learning at College.

The Language and Literature course enables students to develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts. Students analyse literature in a critical and creative way and consider the role of literature both culturally and historically. Students develop language skills through interdisciplinary work and become better learners as they reflect on the learning process.

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.

KEY CONCEPTS

The prescribed key concepts explored in the Language and Literature are:

CONNECTIONS	CREATIVITY	COMMUNICATIONS	PERSPECTIVE
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MYP Language and Literature courses feature a flexible and culturally-sensitive approach to determining the nature and complexity of students’ engagement with the subject. There are no prescribed texts. Teachers choose works of literature that suit the needs and interests of their students to:

- broaden their students’ experiences and perspectives
- increase historical and intercultural understanding
- model linguistic competency in communicating effectively with an increasing variety of audiences and purposes
- include geographical diversity and translations from other languages.

Literary forms in MYP language and literature courses typically include poetry, prose (short stories and novels from a variety of genres), mythology and drama. Additional forms of literature may include:

- biography and autobiography
- essays, letters, narrative non-fiction and informational text
- screenplays, film, television programmes and drama series
- speeches, oral traditions
- graphic novels.

MYP teachers choose written and visual texts of sufficient complexity that allow students to encounter a range of age-appropriate styles in which they can explore linguistic devices, literary devices, visual devices and supportive tools. Text types and works of literature studied in MYP language and literature courses must provide vocabulary, syntax, depth and levels of meaning and styles of language of appropriate sophistication. Ideas and issues typically explored might include:

- identity, heritage, culture, diversity
- communities, globalisation, migration, displacement
- social history, civilisations, journeys
- media and mass communication
- childhood, adolescence, youth, rebellion, innocence and experience, human sexuality
- families, friendships, relationships
- systems, power and protest, justice, peace and conflict, freedom and independence
- health and well-being, environment, lifestyle
- social roles, norms and expectations, gender, inclusion, minorities, class
- utopias, dystopias, survival
- religion, faith, values, ritual, spirituality, taboos
- allegiance, betrayal, revenge, atonement, forgiveness.

Language Acquisition - Latin/Classical Civilisations, and Spanish or Mandarin

“People need to see that, far from being an obstacle, the world’s diversity of languages, religions and traditions is a great treasure, affording us precious opportunities to recognize ourselves in others.” Youssou N’Dour

At Newland College we believe that learning languages is not only useful, it is essential. Latin, which forms the basis of many languages, is compulsory from MYP1. Learning Mandarin or Spanish has become a requirement due to the huge demand from the global economy and the necessity to communicate. Our objective is to prepare students for today’s competitive world through proficiency in a new language with an accompanying awareness of culture surrounding the target language.

The Language Acquisition programme meets the needs of students of mixed ability with varied backgrounds in the study of foreign language(s). The curriculum encourages students’ curiosity, interest and enjoyment in a foreign language and also provides them with a sound basis of communicative skills necessary for future study or work.

Students develop the linguistic skills which are fundamental in the language learning process: speaking, listening, reading and writing. In addition, students become socially involved with the language and learn about the culture, history, politics and economy of the countries of the target language.

Students in Language Acquisition classes are grouped by proficiency. Each student is placed in a language ‘phase’ depending on their prior experience and expertise with the languages we offer at Newland College. If a student demonstrates a sufficient level of mastery within a phase they are promoted to a more challenging phase. Ascension through a phase typically takes one academic year.

The aims of the teaching and learning of MYP Language Acquisition are 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 student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety 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, 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 in, and enjoyment of, language learning.

KEY CONCEPTS

The prescribed key concepts explored in Language Acquisition are:

COMMUNICATION

CREATIVITY

CULTURE

CONNECTIONS

COURSE STRUCTURE

The acquisition of new language is taught and assessed using the following criteria:

A. Comprehending spoken and visual text

B. Comprehending written and visual text

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

D. Using language in spoken and written form

At Newland College we believe that students must not only be able to converse in a language but also interpret, comprehend and communicate through written and visual texts.

MYP5 ASSESSMENT

Assessment in this subject is comprised of various assessments in reading, speaking, listening and visual interpretation. All students must demonstrate progress in all facets of language acquisition to be successful in this course.

New students to Newland College entering the school into MYP5 will have the option of studying Spanish or Mandarin at Phase 1 level. These students will not be eligible to receive the Middle Years Certificate since at least two years of the language programme are required to qualify. Upon entering the Diploma Programme the following year, these students will then take their chosen language from Ab Initio level; the language studies they covered in MYP5 will serve as an excellent foundation to the Diploma course and will enhance both their final results and confidence.

Integrated Sciences

“Millions saw the apple fall, but Newton was the one who asked why.” Bernard Baruch

The MYP Science programme provides a sound foundation in scientific knowledge with a strong emphasis on enquiry, investigative and analytical skills. Students learn to view the world objectively without bias, preconceived ideas, or prejudice, they also learn how to formulate a question and how to investigate it using accepted scientific theories of our time as reference points.

Science at Newland College is taught as an integrated course in years MYP 1-3. In MYP Years 4 and 5 students study one term each of Biology, Chemistry and Physics. Environmental education and societal effects are integrated into the curriculum whenever appropriate. The curriculum encourages students to reflect on social and ethical implications of science and provides them with the skills to communicate their understanding.

Newland College uses a variety of technologies to maximise these learning experiences. Digital technologies are used throughout the academic year for data acquisition and analysis, research and report writing.

The aims of MYP sciences are 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.

KEY CONCEPTS

The prescribed key concepts explored in the maths are:

CHANGE

RELATIONSHIPS

SYSTEMS

COURSE CONTENT

Integrated sciences in the MYP, although constructed around key concepts and global contexts, contains prescribed course content that students demonstrate mastery and application of through internal and external assessments. Assessments include investigation reports, essays, tests and exams (eAssessments).

- atoms (atomic structure [including Isotopes, electron configuration and valency])
- bonding (word and chemical reactions and formulas; reaction kinetics—energy changes, enzymes, rates; factors affecting rates/collision theory; structure and bonding; acids and bases, reactivity series and corrosion) cells (tissues, organs, systems, structure and function) cycles (nutrient, carbon, nitrogen)
- electromagnetism (magnetism, electric [including static] and magnetic fields; circuits, voltage, current and resistance; generation and transmission of electricity, cells and transformers) evolution (cell division, mitosis, meiosis; reproduction, inheritance; variation, including natural selection and adaptation)
- forces (motion, Newton’s laws, pressure; energy sources and conservation of energy; power and efficiency; energy transfer and transformation [including heat])
- fuels (extraction, combustion, emission and environmental implications, alkanes/alkenes/alcohols; nuclear energy, radioactivity and decay)
- interactions between organisms (pathogens/parasites, predator/prey, food chains/webs)
- matter (states and properties of matter, particles/kinetic theory, diffusion/osmosis)
- metabolism (nutrition, digestion, gas exchange and enzymes, homeostasis; healthy living: physical and emotional development and well-being) organisms (habitat, ecosystems, interdependency, classification, unity and diversity in life forms)
- periodic Table (trends, groups and periods)
- systems (photosynthesis and cell respiration; nervous system; receptors and hormones)
- waves (longitudinal and transverse waves, sound waves, wave phenomena and wave equation).

MYP5 EASSESSMENT

Online eAssessment exams in science will consist of a culminating knowledge and understanding test that will assess mastery and application of the course content as described above. Students will also be required to write an essay addressing the application of science to solve real-life problems and an investigation report that analyses and evaluates the application of knowledge and skills as used to explore a concept in science experimentally.

Mathematics

“Wherever there is number, there is beauty.” Proclus

The study of Mathematics helps to develop logical thought and critical thinking skills. Throughout each year of the IB Middle Years Programme, students work on a range of topics such as algebra, number, geometry and trigonometry, statistics and probability, developing knowledge and understanding whilst also gradually introducing more advanced concepts.

The Newland College Mathematics department utilises a range of approaches and a variety of ICT methodologies that maximise the learning of all students. Students formulate questions, make general correlations between mathematical relationships, and create mathematical models. Project work, utilising real-life situations and current events, is used to explore the areas of interaction, to establish understanding, and inspire life-long learning.

In the upper years of the MYP (MYP4 and MYP5) students are placed in one of two levels in mathematics: Extended and Standard level mathematics. Extended mathematics is aimed at students who are hoping to study mathematics, economics, physics and chemistry at higher level in the IB Diploma Programme.

Students in the Extended Mathematics level are taught within the parameters of the department’s philosophy and are challenged to solve deeper, broader, more complex problems, and are introduced to thought-provoking questions, often linking other subject areas to the study of mathematics.

Classwork for all students includes a variety some practical exploration work, consolidation exercises, and discussion.

KEY CONCEPTS

The prescribed key concepts explored in the maths are:

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

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

COURSE CONTENT

Mathematics in the MYP, although constructed around key concepts and global contexts, contains prescribed course content that students demonstrate mastery and application of through internal and external assessments. Assessments include maths explorations and investigations, tests and exams (eAssessments).

Table 4: MYP Mathematics topics

Topic	Curriculum Content
Number	<p>Forms of numbers: integers, fractions, decimals, exponents, absolute value, standard form (scientific notation), recurring decimals and surds/radicals</p> <p>Number systems: set of positive integers and zero (N), integers (Z), rational numbers (Q), irrational numbers (Q'), and real numbers (R)</p> <p>Sets</p> <p>Venn diagrams</p> <p>The four number operations</p> <p>Prime numbers and factors, including greatest common divisor and least common multiple</p> <p>Number lines</p> <p>Estimation</p> <p>Units of measurement</p> <p>Ratio, percentage; direct and inverse proportion</p> <p>Number sequences</p> <p>Integer exponents</p> <p>EXTENDED (MYP4 and MYP5 only)</p> <p>Fractional exponents</p> <p>Logarithms</p> <p>Number base</p>
Algebra	<p>Addition, subtraction, multiplication and division of algebraic terms</p> <p>Factorization of algebraic expressions</p> <p>Substitution</p> <p>Rearranging algebraic expressions</p> <p>Algebraic fractions</p> <p>Integer and fractional exponents (including negative number exponents)</p> <p>Patterns and sequences</p> <p>Algorithms</p> <p>Functions:</p> <ul style="list-style-type: none"> • Types of functions: linear, quadratic, exponential, sine and cosine • Domain and range • Transformations <p>Equations:</p> <ul style="list-style-type: none"> • Linear • Quadratic • Simultaneous • Inequalities <p>EXTENDED (MYP4 and MYP5 only)</p> <p>Logarithms with different base number (including natural logarithms)</p> <p>Functions and graphs</p> <ul style="list-style-type: none"> • Sine and cosine, logarithmic and rational (of the form $f(x) = 1/x$) functions • Inverse and composite functions <p>Inequalities</p> <p>Transformations of functions</p> <p>Arithmetic and geometric series</p>

Topic	Curriculum Content
Geometry and Trigonometry	Geometrical elements and their classification Distance Angle properties Triangle properties Perimeter/area/volume The Cartesian plane Trigonometric ratios in right-angled triangles Simple isometric transformations Circle geometry EXTENDED (MYP4 and MYP5 only) Three-dimensional coordinate geometry Similarity and congruency Vectors and vector spaces Sine and cosine rules Trigonometric identities Angle measures The unit circle
Statistics and Probability	Graphical analysis and representation (pie charts, histograms, line graphs, scatter plots, box-and whisker plots) Population sampling Measures of central tendency/location (mean, mode, median, quartile, percentile) for discrete and continuous data Measures of dispersion (range, interquartile range) for discrete and continuous data Probability of an event Probability of independent, mutually exclusive and combined events Probability of successive trials EXTENDED (MYP4 and MYP5 only) Standard deviation Conditional probability

Visual Art and Music

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.” Mary Lou Cook

COURSE DESCRIPTION

It is the philosophy of the Newland College Arts department that arts education is fundamental to human growth and provides students with intellectual and creative experiences that connect them to the world around them. The arts provides invaluable opportunities for students to use their imagination, to experiment, and to problem-solve using their own creativity. Through activities in the arts, the creative potential of every student is developed through exposure to artistic principles, processes, techniques, and skills.

Students also develop their awareness of the arts in contemporary society, throughout history and throughout the world. The College’s proximity to London enables the department to make use of the city’s rich resources. Trips are encouraged to many classical and contemporary galleries, and museums.

Students in MYP 1, 2, and 3 have two lessons per week of Music and two lessons per week of Visual Art. Students in MYP 4 and 5 choose either Music or Visual Art and have three lessons per week in their selected subject.

KEY CONCEPTS

The prescribed key concepts explored in the Arts are:

AESTHETICS	CHANGE	COMMUNICATION	IDENTITY
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The aims of MYP arts are to encourage and enable students to:

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

ASSESSMENT

Assessing students in the arts, whether visual or musical, involves processes. Students are instructed on how to document their thinking and given clear criteria as to what skills are assessed. Our practice is to make the assessment process transparent and to involve students in the process of identifying areas of strength and those that need improvement.

MYP5 EASSESSMENT OUTLINE

Students are required to produce a work of art or artistic performance which includes documentation of the artistic process from which it was realised. This will be collated in a digital portfolio and submitted during the eAssessment period which is in May of MYP5.

Individuals and Societies

“Be the change you want to see in the world.” Mahatma Ghandi

The IB Middle Years Individuals and Societies Programme at Newland College helps students to develop knowledge, conceptual understanding, and skills which contribute to the development of the student as a whole. We encourage students to respect and understand the world around them, to enjoy and appreciate this area of study, and to develop a skills base for future learning. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, economic, and cultural.

Students are encouraged to gain a greater understanding of their own identity and their place in world. Students develop an international perspective which includes an awareness and appreciation of cultural identity, respect for the values of others, a sense of responsibility towards community and environment within a global context.

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

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

KEY CONCEPTS

The prescribed key concepts explored in the maths are:

CHANGE

GLOBAL INTERACTIONS

SYSTEMS

TIME, PLACE AND SPACE

COURSE CONTENT

Individuals and Societies in the MYP, although constructed around key concepts and global contexts, contains prescribed course content of which students demonstrate mastery and application through internal and external assessments. Assessments include investigation reports, essays, tests and exams (eAssessments).

Integrated Humanities

- demographics and human movements
- settlement and urban morphology
- superpowers, empires and supra-national alliances and organizations
- significant individuals
- rights and social protest
- trade, aid and exchange
- economic agents and their interests and role in the economy: consumers, producers, governments, banks
- measurements and trends
- ecological relationships
- industrialization and technological developments
- resource management.

MYP5 EASSESSMENT

Students are required to produce two piece of assessment during the eAssessment period (May MYP5). This first piece of assessment is an extended writing task that addresses all of the assessment criteria and is between 700-1500 words in length. This written piece is typically an essay.

The second task involves the student responding to questions on a concept-based exam. Students must apply the knowledge acquired across years four and five to answer complex questions relating to a topic in this subject. Students will be assessed on concept knowledge, subject-specific terminology and problem solving skills.

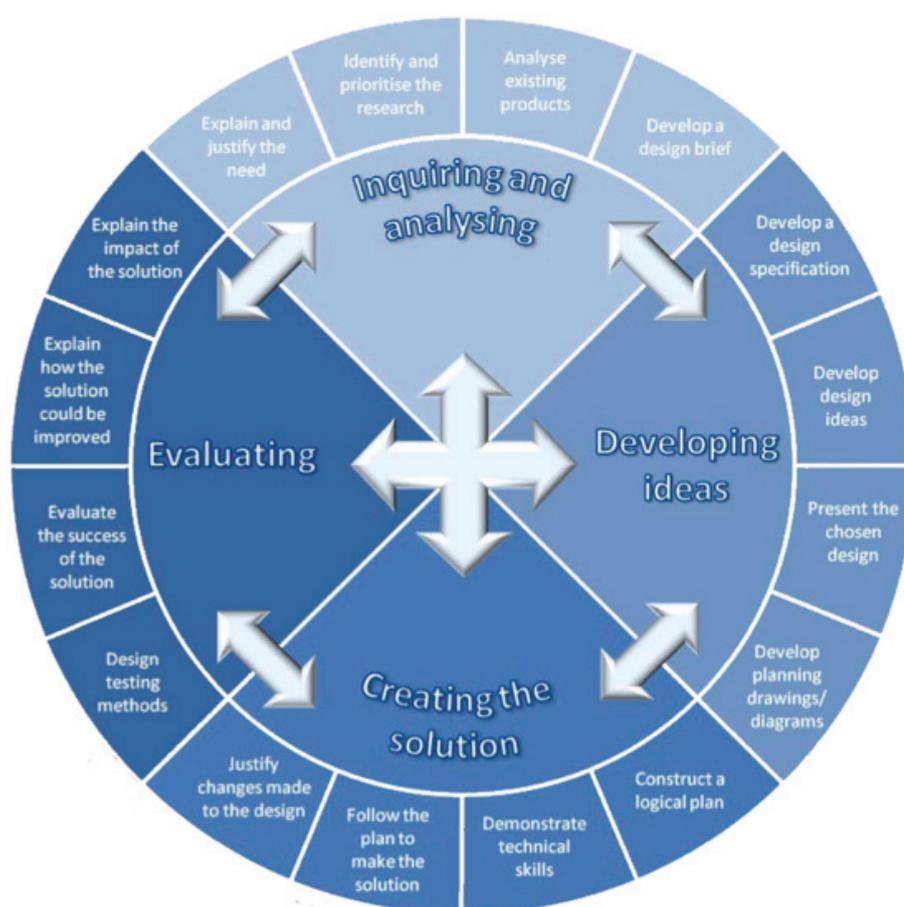
Design and Technology

“Design is not just what it looks like. Design is how it works.” Steve Jobs

The IB Middle Years Design and Technology course at Newland College equips students with the knowledge, skills, values and attitudes needed to understand the role and impact of technology in an increasingly technological world. Students understand that design technology is a tool used to identify needs or problems. They use creativity, innovation, team-work and personal experience to meet needs to systematically solve problems.

Students learn that Design and Technology is an all-encompassing discipline in which direct links are made with other subjects and daily life contexts and scenarios. Students address five fundamental branches of Design and Technology: information and communication technologies (ICT), product design, textiles, food technology, and graphics.

Students use the Design and Technology Cycle: a cyclic approach to problem-solving that involves investigation, planning, creation and evaluation in order to achieve technological goals. The Design and Technology Cycle is used to generate ideas when making a new product, improving on an existing one, or solving problems through research, analysis and reflection. Understanding how problems can first be framed and then solved systematically is a key aspect of technology that has life-long benefits.



MYP Design and Technology takes a developmental approach, from simple, short units of work in MYP Years 1 and 2 to complex, longer units of work in the MYP Years 3 to 5. From skills development to skills applied to design situations. The focus changes from working at individual components of the Design Cycle to working with all components of the Design and Technology Cycle simultaneously. The course also develops from using models to explore concepts to tackling real-life issues in creative and unique ways.

The flexible nature of the Design and Technology curriculum empowers students, providing them with numerous opportunities for expression of ideas and opinions. Students reflect on their achievements, recognise strengths and areas for improvement, and enhance future learning experiences. Students are supported as independent thinkers, while still showing mutual respect for the viewpoint of others. Moreover, students feel comfortable that technology is more than a means to an end, but a way of thinking and doing used to improve the quality of life.

KEY CONCEPTS

The prescribed key concepts explored in Design and Technology are:



The aims of MYP Design and Technology are to encourage and enable students to:

- 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.

MYP5 ASSESSMENT

Students complete a design and technology portfolio that is submitted electronically during the exam period. This portfolio contains one complete project that uses each element of the design and technology cycle to research, plan, create, evaluate and reflect upon and original design.

Physical and Health Education

“The greatest wealth is health.” Virgil

The Physical Education and Health Department at Newland College develops inquiring, motivated, collaborative students who enjoy participation in physical activities and sports and who make informed choices enabling them to lead active, balanced, and healthy lives. Skills taught encourage and enhance life-long participation in health-related, active pursuits.

The Physical Education and Health Department puts emphasis on creating a social/emotional environment that is safe for everyone. This is done through careful monitoring of students, evaluating and managing the role of competition in lessons, and seeing each student as unique with individual interests, talents, and abilities.

In practice, a variety of activities is offered which include individual sports, team sports, aesthetic performance activities, martial arts, and other activities that are age-appropriate for boys and girls. Each unit covers the basic requirements of the activity such as safety, basic rules, and individual skills before moving toward deeper facets such as teamwork and strategies. The beginning of each unit can be teacher-directed but as students progress, class activities become more frequently student-directed and monitored.

KEY CONCEPTS

The prescribed key concepts explored in Physical and Health Education are:



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.

MYP5 EASSESSMENT

The culminating assessment for Physical and Health Education in MYP5 is a student-led performance improvement project. This in-depth task requires students to compile a portfolio of evidence demonstrating their progress in the subject against the assessment criteria. This portfolio of work is submitted electronically during the eAssessment exam period and is externally marked by the IB.

Assessment and Reporting

MYP students are continuously assessed both formatively and summatively during a unit of inquiry. Students are awarded an overall grade from 1-7 for each subject at the end of each academic term.

GRADE 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations.
GRADE 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations.
GRADE 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations.
GRADE 4	A good general understanding of the required knowledge and skills and the
GRADE 3	Limited achievement against most of the objectives, or clear difficulties in some
GRADE 2	Very limited achievement against all of the objectives. The student has difficulty in
GRADE 1	Minimal achievement in terms of the objectives.

All summative assessment in the MYP is assessed using the criteria provided by the IB. Each subject has four unique criteria that are used to determine a student's level of achievement. Assessment is internally marked and moderated within each department and across the MYP staff.

External exams are conducted at the end of MYP year 5. These are known as eAssessments and are taken by all MYP year 5 students in at least six subjects.

As assessment is modular and continuous at Newland College in years one to four of the Middle Years Programme, academic reports are generated regularly. Each report will communicate the students target grade and their achievement grade at the date of publication. Teachers also write detailed comments about the student's progress in each subject and make suggestions for academic improvement.

A consortium of universities and schools, both local and international, agree that achieving a grade of four in any subject in MYP5 is equivalent to a grade C in the General Certificate of Secondary Education (GCSE) and International General Certificate of Secondary Education (iGCSE).

Table 3: MYP to iGCSE/GCSE Grade Equivalencies

MYP5 Grade	IGCSE/GCSE Equivalent Grade
7	A*
6	A
5	B
4	C
3	D
2	E
1	F

Target Grades and Student Progress

A target grade is generated by each subject teacher for all students enrolled in the MYP at Newland College based on their performance in each subject over the first seven weeks of the first term. Grades and data collected on returning students will also be factored in when target grades are generated. It is expected that all students reach the following targets:

1. All students must achieve a grade four or above in all subjects

2. All students must achieve or exceed expected progress relatively to their target grade

If a student does not meet these two conditions a teacher will raise concerns with the MYP Coordinator and support will be offered to the family to help boost academic achievement.

Expected Academic Progress in the MYP

Students in the MYP are assessed using the four prescribed criteria for each of the eight subjects. Unlike the English national curriculum, the objectives and criteria for each year of the MYP are adjusted according to the year level of the student. This means the objectives a MYP1 student is trying to achieve are less sophisticated and complex than those MYP5 students are working towards. To this end, if a student achieves a grade five in science at the end of MYP1 it would be expected that the same student would also achieved a grade five at the end of MYP3. This would ultimately result in a grade five being achieved in MYP5 which equates to a B at GCSE.

Table 4: Expected Academic Progress

MYP1 Grades	MYP3 Grades	MYP5 Grades
		7
	7	6
7	6	5
6	5	4
5	4	3
4	3	2
3	2	1
2	1	
1		

Table 4: shows the expected progress of a student who achieved a subject grade of four in MYP1.

The MYP Certificate

The MYP Certificate is the culminating award granted to students who have met the graduating conditions of the MYP. It is a recognised qualification that prepares students for the IB Diploma Programme.

It is accepted by the IB that students who achieve the MYP certificate are better prepared for the IB Diploma Programme, as reflected by the considerable better outcomes reached by MYP students compared to those who studied GCSE or iGCSE curriculum subjects.

The IB will issue an MYP certificate to each student who satisfies the following conditions. The student must:

- be registered, and have gained at least a grade 2 in all eAssessment exams.
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final two years
- have met the expectations of community and service to the satisfaction of the College
- have gained a grade total of at least 28 from six subject groups and the personal project combined, out of a possible maximum of 49.

Transfer Students

Students who transfer from one MYP school to another should be able to maintain progress throughout the programme. The student is only eligible for the award of the MYP certificate if the final two years of the programme are completed and the other conditions are met. Therefore, students who transfer from a non MYP school to an MYP school halfway through year 4 or during year 5 of the programme are only eligible for a record of achievement as reported by Newland College in June of MYP5. A student who transfers from an MYP school to a non-MYP school before completing the programme is eligible for school-based records only.

Diploma Programme Transitions

A programme of visits by representatives of Universities from around the world will be created for each academic year and students will visit Universities and employers. At Newland College we expect all of our graduates will go on to study at University level and the IB Diploma gives them a passport to Higher Education.

A programme of visits by representatives of Universities from around the world will be created for each academic year and students will visit Universities and attend University/career fairs, many of which take place in London.

For those wishing to study A-Levels as an alternative to the IB Diploma, the MYP programme provides a good foundation for study and in almost all cases, students returning to their 'national education system' will find that the IB MYP equips them adequately for this transition.

Student and Learning Support

Newland College offers parents and students a unique and inclusive learning environment. We are strengths-based and our aim is to help students reach their potential for success. Support is available for all students through the pastoral system of tutors, academic co-ordinators and the senior leadership team. Newland College has a human scale philosophy, which means we are a small caring community where positive relationships are at the heart of the College. Inclusion, for the teachers and Student Support Department at Newland College, is about instilling a sense of community and belonging for all students with or without special educational needs.

The IB Middle Years Programme is a demanding academic course but for students with learning differences, Newland College will, wherever possible, include those students and meet their needs in a positive and proactive way. The International Baccalaureate stipulates that: all students should be allowed to achieve their academic potential; this is very much the view of Newland College. Due to the nature of the programme it is not always possible for the course to be radically modified but our learning support department works closely with students, teachers and parents to create and put in place an individualised learning plan.

The approach at Newland College is flexible and adapted to meet individual needs within the overall curriculum framework, which allows us to accommodate a wide range of learning styles and differences. We utilise a multi-disciplinary team approach in order to offer the best opportunity for children to be successful while remediating learning difficulties. A part-time Educational Psychologist makes regular visits to support the learning of the College community.