



SHEKOU INTERNATIONAL SCHOOL

PROGRAMME  
OF STUDIES

SECONDARY  
SCHOOL



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# WELCOME

Welcome to Shekou International School's Middle and High School. We are proud to share the teaching and learning at our Net Valley campus.

It is our pleasure to present our Secondary Programme of Studies. This document provides essential information for students and parents on how we support each child's journey towards success and achieving personal and academic aspirations. Our programme is designed to prepare young people for colleges and universities worldwide. Our classes are rigorous and challenge students to develop transferable and versatile skill sets to be successful in a variety of settings.

SIS is an inclusive school that aims to meet the learning needs of all with a strong focus and commitment to Child Safeguarding and DEIJB so that our students and staff develop and practice competencies that promote well-being and a caring community.







## MISSION & PHILOSOPHY STATEMENT

Shekou International School provides a rigorous education in a caring community and inspires our students to become principled, innovative contributors in a transforming world. The purpose of education is to prepare people to play a full and active role as global citizens throughout their lives. Shekou International School was founded to serve the educational needs of expatriates residing in Shenzhen.

## SIS BELIEFS STATEMENT

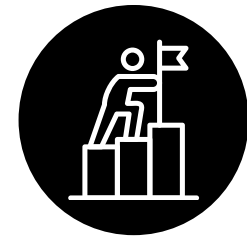
At SIS, we believe that...



- A foundation in knowledge and skills is essential for continual learning, personal development and sound decision-making.



- Integrity, humility, and respect are fundamental to successful relationships.



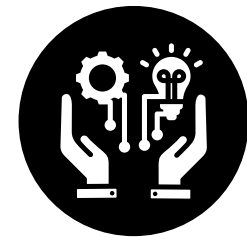
- Learning to set goals and priorities is essential to the development of perseverance, critical thinking and confidence in students as well as staff.



- Successful learning is fostered by an active, supportive partnership and consistent expectations within the child's school and home learning environments.



- Active involvement in service learning and recognition of cultural diversity is critical in developing responsible, compassionate youth who can adjust to life in an ever-changing world.



- Technology is a conduit through which students learn, create, collaborate and share.

# SIS DEI&B STATEMENT

At SIS, we believe that...

- A rigorous education includes a diverse representation of inspiring people, history, ideology, and experiences throughout the curriculum.
- A caring community is respectful, inclusive, and committed to cultural competency through the active honouring of multiple values, perspectives, and voices. A caring community works to dismantle institutional beliefs and policies that unknowingly discriminate.
- Being principled is committing to integrity, a strong sense of equity and justice with respect for the dignity and rights of people everywhere.
- Transforming our own privilege and bias into a foundation for allyship in contributing to change and improvement.

## SECONDARY AT SIS – OVERVIEW

Shekou International School is an official IB World School, with International Baccalaureate Primary Years, Middle Years (candidacy phase), and Diploma Programmes. Split across three campuses, we share a common philosophy—a commitment to high-quality, challenging, international education that SIS believes is important for our students. SIS High School courses also provide academic credits towards a High School graduation diploma.

The International Baccalaureate Learner Profile and Approaches to Teaching and Learning serve as a framework for implementing our curriculum and personalised learning approach. Multiple pathways to graduation are designed to ensure every student feels confident and competent in the fast-evolving 21st-century world. Secondary school students enjoy a challenging academic curriculum that fosters a love of learning and enhances their self-worth.

Other key aspects of the SIS student experience:

- Social-emotional learning is a cornerstone of our curriculum through our Mentor and Gecko Core programmes.
- Health education through our Physical and Health Education (PHE) curriculum is designed to equip students with vital knowledge and skills for healthy living, informed decision-making, and cultivating positive attitudes towards well-being.
- Social and emotional counselling programmes are the foundation for fostering the knowledge, skills, and attitudes necessary for our students to be personally and socially fulfilled.
- College and career counselling is a comprehensive support system to help students transition from high school to higher education or careers.
- Service learning is a key component of all teaching and learning, and students are expected to demonstrate this important approach through the Service as Action and Personal Project in the MYP and the Creativity, Activity, and Service Project in the DP.
- Exploratory learning through various subjects allows students to follow their interests through diverse co-curricular and 'Week Without Walls' programmes.
- As a 1:1 tech-resourced school with state-of-the-art flexible learning spaces, SIS students use technology as a learning tool to work collaboratively, think critically about the world around them, and communicate effectively with others.



As an IB World School, everything we do at SIS is infused with the IB Learner Profile. All IB programmes aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner profile is a group of 10 attributes we believe all students should embody at the end of their IB educational journey.



### Inquirers

- ▶ Nurture curiosity
- ▶ Learn independently and with others
- ▶ Learn with enthusiasm all our life



### Knowledgeable

- ▶ Develop and use conceptual understanding to explore knowledge
- ▶ Engage with issues and ideas that are important in lives and for the whole world



### Thinkers

- ▶ Use critical and creative thinking skills to analyze and take action on complex problems
- ▶ Show initiative in making reasoned and ethical decisions



### Communicators

- ▶ Express confidently and creatively in more than one language
- ▶ Collaborate effectively by listening carefully to the perspectives of others
- ▶ Share ideas respectfully



### Principled

- ▶ Act with integrity, honesty and a strong sense of fairness and justice for all
- ▶ Take responsibility for actions and their consequences



### Open-Minded

- ▶ Appreciate cultures and personal histories, as well as the traditions and values of others
- ▶ Seek and evaluate a range of points of view
- ▶ Grow from experiences



### Caring

- ▶ Show empathy, compassion and respect
- ▶ Commit to service learning
- ▶ Act to make a positive difference in the lives of others and in the world



### Courageous

- ▶ Work independently and cooperatively to explore new ideas
- ▶ Develop innovative strategies
- ▶ Be resourceful and resilient in the face of challenge, change and uncertainty



### Balanced

- ▶ Balance different aspects of life - intellectual, physical, and emotional
- ▶ Create well-being for ourselves and others
- ▶ Recognize interdependence with other people and the world in which we all lie



### Reflective

- ▶ Consider the world, ideas and experiences thoughtfully
- ▶ Understand strengths and weaknesses in order to support learning and personal development

## Approaches to Teaching & Learning



As an IB World School, SIS predicates its pedagogical practices on the IB Approaches to Teaching and Learning. The ATTs and ATLs are a set of strategies and skills. The approaches to teaching strategies are aimed at cultivating life-long and active learning in students. ATTs set an expectation for students to apply knowledge and skills beyond content learning. There are five key principles that underpin all IB programmes. Teaching in IB programmes is:

### Teaching in IB programmes is:

1. based on inquiry;
2. focused on conceptual understanding;
3. developed in local and global contexts;
4. focused on effective teamwork and collaboration, and
5. differentiated to meet the needs of all learners.

The approaches to learning skills are intrinsically linked with the IB Learner Profile attributes and serve as the foundation for academic success in an IB Programme. Often framed as “Learning to Learn,” the ATLs lead students to employ inquiry, critical and creative thinking, and develop skills that can be used in a variety of contexts.



**Self Management**



**Thinking**



**Social**



**Research**



**Communication**

# STUDENT SUPPORT AND SERVICES

## Mentor Programme

The SIS Mentor Programme provides daily interaction to establish a consistent and caring student space. Our mentor programme serves as an environment for discussions related to crucial aspects of student life at SIS, nurturing relationships between peers and mentors. The mentor, also functioning as a point person for students and parents, plays a pivotal role in this process. Moreover, the mentor takes the lead in facilitating the Social-Emotional Learning (SEL) programme during Gecko Core sessions. Each mentor group consists of 8-12 students who convene for a brief 15-minute session every morning from 8:15 a.m. to 8:30 a.m.

## Gecko Core

Gecko Core in grades 6-10 presents a valuable avenue for our students to engage with Social Emotional Learning while also providing time for fostering a smooth transition into the Middle Years Programme (MYP). This dedicated programme occurs every Wednesday during periods 5 and 6. Gecko Core is a tailored platform for delivering our SEL programmes, "Can Do U" and "Second Step." It also offers opportunities for self-directed study, supplemental student assistance, the cultivation of Approaches to Learning (ATLs), goal establishment, preparation for the "Week Without Walls" (WWW) unit, and initial exposure to key MYP components, including Service as Action and Personal Project.

Gecko Core for Grades 11 and 12 is tailored for the experiences of Diploma Programme students. It facilitates essential elements such as college applications, Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Activity, and Service (CAS) and nurtures Social-Emotional Learning.

## Health Education

The Health Education programme is an integral component of the Physical and Health Education (PHE) curriculum designed to equip students with vital knowledge and skills for healthy living, informed decision-making, and cultivating positive attitudes toward well-being. This comprehensive programme focuses on physical, mental, emotional, and social health within the context of PHE, complementing the Social Emotional Learning (SEL) initiatives of Gecko Core.

### Approaches to Teaching Health

**Classroom Instruction:** Health topics are presented through interactive lessons, multimedia resources, discussions, and group activities. These lessons incorporate evidence-based information and promote critical thinking.

**Counsellor-Led Sessions:** School counsellors are crucial in supplementing the Health Education programme. They lead sessions on stress management, emotional well-being, and coping strategies. Individual or group counselling may also be available.

**Guest Speakers and External Providers:** Occasionally, experts from various fields (such as mental health professionals, nutritionists, or medical practitioners) are invited to provide students with specialised insights and practical advice.



## Social Emotional Counseling

At SIS, our students' holistic development is nurtured by seamlessly integrating our Social-Emotional Counseling Programme, Social-Emotional Learning (SEL) curriculum, and Health Education. Led by Ms. Jennifer Kerns for Grades 6-7, Ms. Francesca Ferrari for Grades 8-10, and Ms. Pamela Tan for Grades 11 and 12 university counselling, this collaborative approach ensures a well-rounded growth experience.

Key aspects of the SIS Counselling Programme:

### Unified Approach:

Our Social Emotional Counseling Programme, SEL curriculum, and Health Education are designed to complement one another, fostering emotional intelligence, mental well-being, social competence, and physical health awareness.

### Coordinated Support:

Close collaboration between our counsellors, SEL instructors, and Health Education facilitators guarantees a cohesive flow of content and maximises the impact of each component.

### Practical and Balanced Application:

Students benefit from the SEL curriculum's structured emotional and social learning, while the Social Emotional Counseling Programme offers personalised guidance for individual concerns. Health Education completes the circle, promoting physical well-being.

### Engaged Community:

The Social Emotional Counseling Programme, SEL, and Health Education collaboration extends to parents and the broader community. Regular workshops, ParentEDUs, and communication efforts are organised to ensure that parents are well-informed about the holistic approach taken by the school and can support their student's growth both within and outside the school environment.

In essence, at SIS, the convergence of the Social Emotional Counseling Programme, SEL curriculum, and Health Education cultivates resilient, empathetic, and well-informed individuals prepared to successfully navigate life's challenges.

## University Counseling

The Gecko Core programme's college and career counselling for Grades 11 and 12 is a comprehensive support system designed to guide students through their transition from high school to higher education or careers. This programme offers a multi-faceted approach that includes alum visits, personalised one-on-one counselling sessions, and dedicated assistance for university applications worldwide, catering to each student's unique aspirations and needs.

### Alum Visits:

One standout feature of the Gecko Core programme is the inclusion of alum visits. Former programme graduates return to share their post-high school experiences, offering firsthand insights into college life and various career paths. These interactions provide students with practical advice, a realistic perspective on challenges, and a glimpse into the rewards of higher education and professional endeavours.

### One-on-One Counselling:

Personalised one-on-one counselling sessions within the programme empower students to explore their academic and career goals. Dedicated counsellors collaborate with students to create informed plans for higher education institutions, majors, and career choices. This tailored guidance ensures students can make confident decisions as they embark on their post-high school journeys.

### Global University Applications:

The Gecko Core programme assists students in navigating the complex process of applying to universities worldwide. From identifying suitable institutions to crafting compelling application materials, the programme's support ensures that students submit well-prepared applications that showcase their unique strengths and aspirations. This global perspective equips students to pursue higher education opportunities on an international scale.

As a cornerstone of the Gecko Core programme, the university counselling support fosters a student-centred approach, equipping students with the knowledge and confidence to navigate their futures successfully. By combining alum insights, personalised counselling, and global application assistance, the programme ensures that each student can make informed choices and easily embrace their path ahead.

## Learning Support

Learning Support at SIS is designed to provide all students with a comprehensive and inclusive learning environment. This learning support overview outlines the strategies and approaches to ensure that every student's diverse learning needs are effectively met. This support is coordinated by dedicated Learning Support Specialists in close collaboration with teachers and teacher assistants, fostering a multi-tiered response to learning support.

Key aspects of the SIS Learning Support Programme:

### Inclusive Approach

At SIS, inclusion is core to our educational philosophy. We believe that students should have access to high-quality education within the general classroom setting regardless of their learning abilities. Inclusive practices are integrated into every facet of our teaching strategies.

### Push-In and Pull-Out Support

To cater to our students' diverse needs, we employ both push-in and pull-out support services as needed. Push-in services involve learning support specialists working directly within the regular classroom and collaborating with teachers to provide targeted assistance to students who require extra support. Pull-out services involve students receiving specialised instruction in smaller groups or one-on-one settings, allowing for more intensive support in specific areas.

### Collaborative Efforts

The success of our learning support programme hinges on collaboration. Learning Support Specialists work closely with classroom teachers and teacher assistants to create a cohesive support network. This collaboration ensures that support is seamlessly integrated into the curriculum and classroom activities, providing students with consistent assistance and accommodation.

### Universal Accommodations and Differentiation

A primary focus of our programme is equipping teachers and teacher assistants with universal accommodations to facilitate differentiation for all learners. These strategies are designed to benefit all students, regardless of their learning abilities. Educators can adapt their instruction to accommodate diverse learning styles and levels by implementing various teaching techniques, materials, and resources.

### Individualised Learning Plans (ILPs)

Individualised learning plans (ILPs) are developed for students with higher learning needs. These plans outline specific goals, accommodations, modifications, and interventions tailored to each student's unique requirements. ILPs serve as a roadmap to guide instruction and support, ensuring that every student's learning journey is individualised and effective.

### External Referrals

In some cases, external referrals may be recommended. If a student's needs extend beyond the scope of in-house support, our team collaborates with external specialists, therapists, and professionals to ensure that the student receives the necessary care and assistance.

## Language Support

At SIS, our EAL programme offers extensive language support for students from diverse backgrounds, celebrating their linguistic diversity and promoting holistic language development. This support is coordinated by dedicated ELA Specialists in close collaboration with teachers and teacher assistants, fostering a multi-tiered response to learning support.

Key aspects of the SIS Language Support Programme:

### Cultural Respect and Translanguaging

We honour students' home languages and encourage translanguaging to enrich learning experiences, foster cultural pride, and enhance English proficiency.

### Utilising WIDA Assessments and 'Can Do' Statements

We use WIDA assessments to create tailored language profiles for students, guided by "Can Do" statements that provide clear language development goals.

### Collaborative Approach with EAL Specialists

EAL specialists engage in collaborative planning and teaching with content teachers to seamlessly integrate language support into regular lessons. This joint effort guarantees language objectives align with the content curriculum, promoting language development and subject mastery.

### Inclusive and Differentiated Approach

Our EAL programme employs personalised instruction, small group activities, collaborative projects, and co-teaching, accommodating diverse learning styles and fostering peer interactions.

## Athletics & Activities

SIS believes that participation in a wide variety of co-curricular activities is vital to a student's educational experience. Our co-curricular programme aims to provide all students with opportunities to develop existing skills, cultivate new areas of interest, and grow physically, socially, emotionally, spiritually, and cognitively. In support of the SIS mission and philosophy, the purpose of the co-curricular programme is to provide students access to a sustainable and balanced programme of learning experiences in a caring environment to inspire the development of principled, active global citizens.

For activities, students select from an average of 160 activities offered each trimester. Trimesters typically run for ten weeks to ensure Geckos have ample opportunity to dive into topics they are passionate about. Gecko Sports seasons are dependent on our four international school conference tournament dates. Typically, seasons last between 8-12 weeks, with practices occurring 2-3 times weekly.

Our interscholastic activities include Model United Nations, Chess, Dance, Band, Orchestra, Drama Performances, Service Trips, TEDx, Academic Games, Student Council, DEIJ Committee, and more. We pride ourselves on giving students a chance to be leaders by providing many pathways to Student Leadership in the Activities programme. Gecko Sports teams compete in Volleyball, Basketball, Soccer, Tennis, Badminton, Ultimate Frisbee, Touch Rugby, Cross Country, Golf, Track & Field, Swimming, Skiing, Fencing, and Lacrosse.



## Week Without Walls

SIS's "Week Without Walls (WWW)" Programme provides opportunities to enrich student learning while developing social-emotional growth and increasing cultural understanding of the host country and internationally. Through the activities during the trip, students will better understand their identity, strengths and challenges in a profound and positive way while having further opportunities to connect with classmates and teachers. As such, the WWW programme is an integral part of the SIS educational programme, and participation is an expectation of all students and teachers.

The goals of the WWW programme are:

- to enrich and expand the learning objectives articulated in the SIS curriculum by providing students with diverse educational experiences outside of a conventional classroom setting;
- to allow students to further develop and demonstrate their academic, well-being, and social skills in ways that are not possible at Net Valley;
- to promote and have SIS involved in continuous service learning and sustainable community development;
- to reinforce and further develop the IB Learner Profile in each student;
- to broaden the student's cultural and environmental knowledge.

## SIS MIDDLE YEARS PROGRAMME SUMMARY

The SIS Middle Years Programme encompasses grades 6-8 in the middle school and 9-10 in the High School. The Middle Years are a time of great growth where SIS staff work in partnership with parents to ensure that students can maximise their potential in both their academic and social-emotional development at this crucial time. We believe that every one of our students deserves the opportunity to explore and question, accumulate and understand experiences that matter, and discover the core of what makes them unique while being strongly supported in their social and emotional development. We believe in fostering our students' growth to be powerful learners and people who can meaningfully connect their learning to the world through empathy. To further support these goals, language and learning support, including differentiated instruction and co-teaching models, plays a vital role in the teaching and learning in Middle School.

The SIS written curriculum adheres to the MYP framework. It is bolstered by the adoption of globally recognised and renowned learning standards such as Common Core English Language Arts and Mathematics, College, Career, and Civic Life (C3) Social Studies, and NextGen Science, which serve as guideposts for implementing the MYP aims, objectives, and assessment criteria.

Students are engaged in timetabled learning in eight subject groups each year in addition to the SEL Mentor Programme and the Core components of the MYP Projects and ATL skills development. Each subject group: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design has determined learning aims and objectives with prescribed and standardised assessment criteria on how those aims and objectives are demonstrated.

## Sample Middle School Student Schedule (Grade 8 Weeks A & B)

Week A		Day 1	Day 2	Day 3	Day 4	Day 5
	08:15AM-08:35AM	8 Water	8 Water	8 Water	8 Water	8 Water
	08:40AM-09:35AM	8B Design S1	8B Individual & Societies 1	8 Language & Literature - English 1	8B Design S1	8B Individual & Societies 1
	09:40AM-10:35AM	8B Physical & Health Education 1	8B Science	8 Language Acquisition - Chinese Phase 1/2	8B Physical & Health Education 1	8B Science
	10:50AM-11:45AM	8A Music S1	8B Design S1	8B Individual & Societies 1	8A Music S1	8B Design S1
	11:50AM-12:45AM	8B Math	8B Physical & Health Education 1	8B Science	8B Math	8B Physical & Health Education 1
	01:40PM-02:35PM	8 Language & Literature - English 1	8A Music S1	8 Gecko Core 2	8 Language & Literature - English 1	8A Music S1
	02:40PM-03:35PM	8 Language Acquisition - Chinese Phase 1/2	8B Math	8 Gecko Core 2	8 Language Acquisition - Chinese Phase 1/2	8B Math
		Day 6	Day 7	Day 8	Day 9	Day 10
Week B	08:15AM-08:35AM	8 Water	8 Water	8 Water	8 Water	8 Water
	08:40AM-09:35AM	8 Language & Literature - English 1	8A Music S1	8B Design S1	8 Language & Literature - English 1	8A Music S1
	09:40AM-10:35AM	8 Language Acquisition - Chinese Phase 1/2	8B Math	8B Physical & Health Education 1	8 Language Acquisition - Chinese Phase 1/2	8B Math
	10:50AM-11:45AM	8B Individual & Societies 1	8 Language & Literature - English 1	8A Music S1	8B Individual & Societies 1	8 Language & Literature - English 1
	11:50AM-12:45AM	8B Science	8 Language Acquisition - Chinese Phase 1/2	8B Math	8B Science	8 Language Acquisition - Chinese Phase 1/2
	01:40PM-02:35PM	8B Design S1	8B Individual & Societies 1	8 Gecko Core 2	8B Design S1	8B Individual & Societies 1
	02:40PM-03:35PM	8B Physical & Health Education 1	8B Science	8 Gecko Core 2	8B Physical & Health Education 1	8B Science

## Middle School Academics Overview



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## The IB Middle Years Programme Overview

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasises intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through systematically developing Approaches to Learning (ATL) skills for communication, collaboration, organisation, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement, which is essential for young people today. Interdisciplinary teaching and learning build a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and knowledge transfer across eight subject groups. (Interdisciplinary teaching and learning in the MYP Subject Brief, 1)

### The IB Middle Years Programme Core

At SIS, the MYP Core consists of comprehensive tasks and projects beyond the scope of the subject course offerings. The aim is to create opportunities for students to participate in a sustained and self-directed learning experience that often requires students to leverage all or many of the Learner Profile attributes, often in a manner that will lead to personal fulfilment or a greater good for the community.

## Service As Action

Service as Action (SA) provides opportunities to understand students' capacity to contribute meaningfully to their community and society. Through SA, students develop and apply academic knowledge and personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. The purpose is for students to contribute to society by improving people's lives, assisting the environment or helping animals. SA is naturally integrated into the school's Vision and Mission. (ibo.org)

SIS works with community organisations to create service and volunteer opportunities for students. Every Grade 6-8 student at SIS is expected to join the volunteer programme as part of their Service Experience. In Grades 9 and 10, students are expected to explore and create their service programme, be more involved in the community, and practice their learning in real-life situations. SA will also be embedded in the Week Without Walls programme that the school conducts annually.

### The aims of SA are for students to:



- Develop and apply knowledge and skills towards meeting an authentic community need;
- Develop as leaders who take initiative, solve problems, and work collaboratively with others;
- Enjoy the experiences of both learning and service;
- Develop a sense of caring about and a responsibility for others;
- Gain a deeper understanding of themselves, their community and society through meaningful reflection and
- Enhance and strengthen their experience with the existing school curriculum.

## Personal Project

The Personal Project encourages students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace, and the community. All students in Grade 10 complete the personal project. SIS will register all MYP Grade 10 students for external moderation of the personal project, promoting a global quality standard. MYP projects are student-centred and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection. At SIS, students will start their Personal Project journey in Grade 9, Semester 2. Beginning with a proposal, students are encouraged to explore their hobbies and interests and create a challenging project.

### The personal project is an opportunity for students to:

- Inquire: Explore a personally meaningful interest and take ownership of their learning by undertaking a self-directed inquiry
- Act: Transfer and apply skills in pursuit of a learning goal and the creation of a product
- Reflect: Recognise and evidence personal growth and development.

 <b>Personal Project Assessment Criteria</b>  <b>In the personal project, students should be able to:</b>	
CRITERIA A: Planning	<ul style="list-style-type: none"><li>• State a learning goal for the project and explain how personal interest led to the goal</li><li>• State an intended product and develop appropriate success criteria for the product</li><li>• Present a clear, detailed plan for achieving the product and its associated success criteria</li></ul>
CRITERIA B: Applying Skills	<ul style="list-style-type: none"><li>• Explain how the ATL skill(s) was/were applied to help achieve their learning goal</li><li>• Explain how the ATL skill(s) was/were applied to achieve their product</li></ul>
CRITERIA C: Reflecting	<ul style="list-style-type: none"><li>• Explain the impact of the project on themselves or their learning</li><li>• Evaluate the product based on the success criteria</li></ul>

## Personal Project Graduation Requirement Information

All students who receive a diploma from SIS must complete a Personal Project and demonstrate to the MYP coordinator that they have met the Personal Project criteria. This requirement can be waived for students who transfer to SIS in Grades 11 or 12.

## INTERDISCIPLINARY Learning in the MYP

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful. In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline. MYP schools must engage students in at least one collaboratively planned interdisciplinary unit each year of the MYP to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

### Interdisciplinary learning in the MYP aims to encourage students to:

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

## IDU Week at SIS

Interdisciplinary units at SIS are held in a week-long, off-regular school timetable event. Individual grade levels participate in conceptual-driven activities that combine different subject groups to produce a unique understanding. This week is special because the activities integrate knowledge and skills from multiple subject areas, fostering a more holistic understanding of complex concepts. This approach enhances critical thinking, creativity, and problem-solving skills. These units focus on real-world applications, allowing students to explore global challenges and societal issues from various perspectives. By engaging in interdisciplinary projects, students develop a deeper appreciation for the interconnectedness of knowledge and learn to approach problems more nuanced and informedly.

## IDU Assessment in the MYP

Each interdisciplinary learning objective corresponds to one of three equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

### Criterion A: Evaluating

Students will evaluate how multiple disciplines contribute to the interdisciplinary understanding of real-world issues and ideas.

### Criterion B: Synthesizing

Students will integrate knowledge from multiple disciplines to inform inquiry into real-world issues and ideas, explain phenomena, or create a product.

### Criterion C: Reflecting

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





## ASSESSMENT IN MYP

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across various assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

### Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process;
- inform, enhance and improve the teaching process;
- provide opportunities for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments;
- promote positive student attitudes towards learning;
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
- promote the development of critical- and creative-thinking skills;
- reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts and
- support the holistic nature of the programme by including principles that consider the development of the whole student in its model.

### MYP Assessment Criteria by Subject Group

Please see the individual group sections in the chart below for more details on the individual MYP subject group skills criteria.

MYP Group Skills Assessment Matrix			
Group	Criteria Skills	Group	Criteria Skills
Group 1 Language and Literature	Criteria A: Analyzing	Group 5 Mathematics	Criteria A: Knowing and Understanding
	Criteria B: Organizing		Criteria B: Investigating Patterns
	Criteria C: Producing Text		Criteria C: Communicating
	Criteria D: Using Language		Criteria D: Applying Mathematics in Real-life Contexts
Group 2 Language Acquisition	Criteria A: Listening	Group 6 The Arts	Criteria A: Investigating
	Criteria B: Reading		Criteria B: Developing
	Criteria C: Speaking		Criteria C: Creating or Performing
	Criteria D: Writing		Criteria D: Evaluating
Group 3 Individuals and Societies	Criteria A: Knowing and Understanding	Group 7 Physical and Health Education	Criteria A: Knowing and Understanding
	Criteria B: Investigating		Criteria B: Planning for Performance
	Criteria C: Communicating		Criteria C: Applying and Performing
	Criteria D: Thinking Critically		Criteria D: Reflecting and Improving Performance
Group 4 The Sciences	Criteria A: Knowing and Understanding	Group 8 Design	Criteria A: Inquiring and Analysing
	Criteria B: Inquiring and Designing		Criteria B: Developing Ideas
	Criteria C: Processing and Evaluating		Criteria C: Creating a Solution
	Criteria D: Reflecting on the Impacts of Science		Criteria D: Evaluating

## SIS Middle Year Program Course Offerings

### MYP Course Offerings

MYP Subject Groups	Subjects Offered at SIS
Group 1: LANGUAGE AND LITERATURE	<ul style="list-style-type: none"> <li>School Supported Teacher-Led                             <ul style="list-style-type: none"> <li>English, Chinese, French</li> </ul> </li> </ul>
Group 2: LANGUAGE ACQUISITION	<ul style="list-style-type: none"> <li>School Supported Teacher-Led                             <ul style="list-style-type: none"> <li>English, Chinese, French</li> </ul> </li> </ul>
Group 3: INDIVIDUALS AND SOCIETIES	<ul style="list-style-type: none"> <li>Integrated Individual and Societies                             <ul style="list-style-type: none"> <li>Bringing together understandings from multiple disciplines within the subject group</li> </ul> </li> </ul>
Group 4: THE SCIENCES	<ul style="list-style-type: none"> <li>Integrated Sciences                             <ul style="list-style-type: none"> <li>Combining concepts, skills and processes from two or more science disciplines</li> </ul> </li> </ul>
Group 5: MATHEMATICS	<ul style="list-style-type: none"> <li>Standard Mathematics</li> <li>Extended Mathematics (MYP 5 / grade 10 only)                             <ul style="list-style-type: none"> <li>Supplemented by additional topics and skills</li> </ul> </li> </ul>
Group 6: THE ARTS	<ul style="list-style-type: none"> <li>Music</li> <li>Theatre</li> <li>Visual art</li> </ul>
Group 7: PHYSICAL and HEALTH EDUCATION	<ul style="list-style-type: none"> <li>Integrated Physical and Health Education                             <ul style="list-style-type: none"> <li>Combination of knowledge, skills and attitudes that contribute to student balance and health</li> </ul> </li> </ul>
Group 8: DESIGN	<ul style="list-style-type: none"> <li>Integrated Design                             <ul style="list-style-type: none"> <li>Product Design and Digital Design</li> </ul> </li> </ul>
MYP CORE	<ul style="list-style-type: none"> <li>Gecko Core class (Social Emotional Learning )</li> <li>Service as Action</li> <li>Personal Project</li> </ul>

## SIS DIPLOMA PROGRAMME SUMMARY

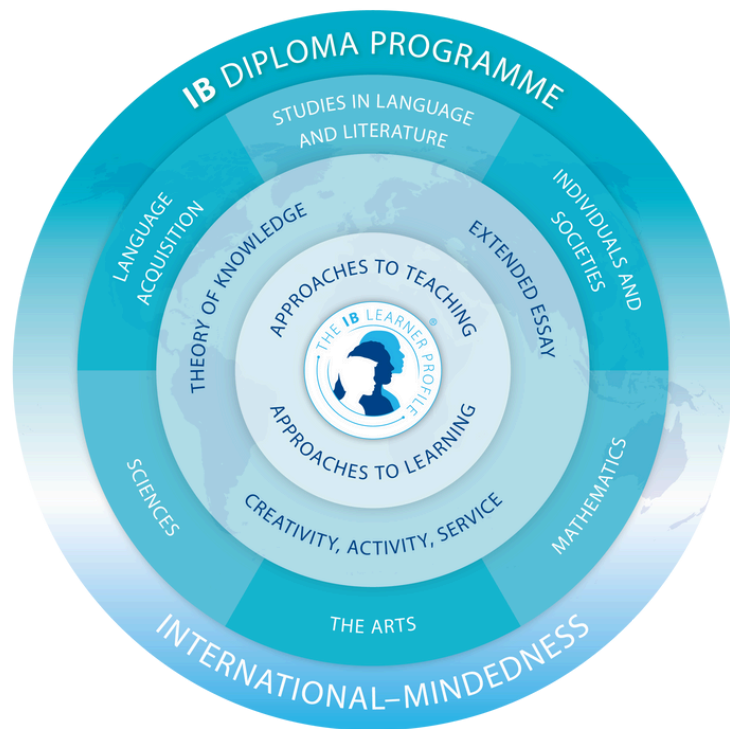
The DP curriculum is designed to prepare students for post-secondary education in colleges and universities worldwide and serves as the basis for all student graduation pathways at SIS. Successful completion of the four-year high school programme (grades 9-12) through the SIS pathway options will culminate in students receiving an SIS high school diploma. The teaching and learning in the first two years of SIS High School is designed for alignment to develop mastery towards the content knowledge and subject-specific skills that are necessary for successfully performing in the DP, including assessment tasks that are a skills reflection of the Internal and External Assessment components required by the diploma programme.

In the last two years of high school, students are engaged in timetabled learning in six subject groups each year in addition to the SEL Mentor Programme, components of the DP Core (TOK, EE and CAS) and ATL skills development. Each subject group, language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts, has determined learning aims and objectives with prescribed and standardised assessment criteria on how those aims and objectives are demonstrated. Language and learning support and comprehensive social, emotional, and service learning are vital to the curriculum.

## Sample High School (DP) Student Schedule (Grade 11 Weeks A & B)

Week A		Day 1	Day 2	Day 3	Day 4	Day 5
	08:15AM-08:35AM	11 Earth	11 Earth	11 Earth	11 Earth	11 Earth
	08:40AM-09:35AM	11 IB DP Theory of Knowledge 1	11 IB DP Economics	11 IB DP Language & Literature - English	11 IB DP Language Acquisition - Chinese	11 IB DP Economics
	09:40AM-10:35AM	11 IB DP Economics	11 IB DP Language Acquisition - Chinese	11 IB DP Visual Arts	11 IB DP Economics	11 IB DP Language Acquisition - Chinese
	10:50AM-11:45AM	11 IB DP Environmental Systems & Societies SL	11 IB DP Visual Arts	11 IB DP Economics	11 IB DP Environmental Systems & Societies SL	11 IB DP Language & Literature - English
	11:50AM-12:45AM	11 IB DP Math Analysis & Approaches	11 IB DP Language & Literature - English	11 IB DP Language Acquisition - Chinese	11 IB DP Math Analysis & Approaches	11 IB DP Visual Arts
	01:40PM-02:35PM	11 IB DP Language & Literature - English	11 IB DP Environmental Systems & Societies SL	11 IB DP Theory of Knowledge 1	11 IB DP Language & Literature - English	11 IB DP Environmental Systems & Societies SL
	02:40PM-03:35PM	11 IB DP Visual Arts	11 IB DP Math Analysis & Approaches	11 IB DP CAS 1	11 IB DP Visual Arts	11 IB DP Math Analysis & Approaches
Week B		Day 6	Day 7	Day 8	Day 9	Day 10
	08:15AM-08:35AM	11 Earth	11 Earth	11 Earth	11 Earth	11 Earth
	08:40AM-09:35AM	11 IB DP Language & Literature - English	11 IB DP Environmental Systems & Societies SL	11 IB DP Language Acquisition - Chinese	11 IB DP Language & Literature - English	11 IB DP Environmental Systems & Societies SL
	09:40AM-10:35AM	11 IB DP Visual Arts	11 IB DP Math Analysis & Approaches	11 IB DP Environmental Systems & Societies SL	11 IB DP Visual Arts	11 IB DP Math Analysis & Approaches
	10:50AM-11:45AM	11 IB DP Economics	11 IB DP Language & Literature - English	11 IB DP Environmental Systems & Societies SL	11 IB DP Economics	11 IB DP Language & Literature - English
	11:50AM-12:45AM	11 IB DP Language Acquisition - Chinese	11 IB DP Visual Arts	11 IB DP Math Analysis & Approaches	11 IB DP Language Acquisition - Chinese	11 IB DP Visual Arts
	01:40PM-02:35PM	11 IB DP Math Analysis & Approaches	11 IB DP Economics	11 IB DP CAS 1 11 IB DP Extended Essay 1 11 IB DP Gecko Core 1	11 IB DP Math Analysis & Approaches	11 IB DP Economics
	02:40PM-03:35PM	11 IB DP Environmental Systems & Societies SL	11 IB DP Language Acquisition - Chinese	11 IB DP Theory of Knowledge 1	11 IB DP Theory of Knowledge 1	11 IB DP Language Acquisition - Chinese





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## The IB Diploma Programme Overview

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. DP students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6 or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at a higher level (240 recommended teaching hours), while the remaining are taken at a standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, and service—are compulsory and central to the programme's philosophy. (IB DP Language and Literature Subject Brief, 1)

## The IB Diploma Programme Core

### Theory of Knowledge (TOK) Course Description

The TOK course allows students to explore and reflect on the nature of knowledge and the process of knowing. In TOK, students reflect on the knowledge, beliefs and opinions built up from their academic studies and their lives outside the classroom. The course is intended to be challenging, thought-provoking, and empowering for students. The TOK course centres on exploring knowledge questions, which are a vital tool for teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?" or "What constraints should there be on the pursuit of knowledge?". While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course. The TOK course allows students to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP to which schools must devote at least 100 hours of class time. Students must complete two assessment tasks: TOK exhibition (internally assessed) and TOK essay on a prescribed title (externally assessed).

DP Task	Assessment Description	Marks	%
TOK Exhibition	For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	10	33%
TOK Essay	For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	10	67%

### Extended Essay (EE) Description

EE is one of the core elements of the IBDP. This extended essay is mandatory for all full IB Diploma students and optional for IB Courses or High School Diploma students. In this course, students will develop the independent research and academic writing skills expected at university. The EE allows students to conduct personal research on a topic of their own choice, generally in one of the student's six chosen subjects for those taking the IB diploma or a subject in which a course student has a background. In the first semester of grade 11, students will be introduced to the general procedure and structure of the EE, subject-specific EE, and writing and research skills. In the second semester of grade 11, they must select a subject for their EE and the topic of interest. A faculty member will supervise each student in completing the EE. All students must undertake three reflection sessions with their supervisor, which include a short, concluding interview or viva voce following the completion of the extended essay. It is the responsibility of the student to be proactive in initiating meetings and discussions with their supervisors.

The overall research and writing process takes approximately 40 hours of the student's personal study time and must be completed by the end of the first semester of grade 12. The maximum word count for the essays is 4000 words. The extended essay is assessed externally by IB examiners against the EE assessment criteria.

### Creativity, Activity, Service (CAS) Description

The CAS programme starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. SIS strives to help students develop and practice compassion in the context of the broader community in Shenzhen. Students are encouraged to pursue their interests in various areas, including sports, the Arts, and service to others. The emphasis is on developing community awareness and concern and the skills needed to contribute to society effectively.

### CAS Graduation Requirement Information

All students who receive a diploma from SIS must complete a CAS project and demonstrate to the CAS Coordinate that they have met the IB passing criteria.

### Preparing for the Diploma Programme - Recommendation Process

During Grade 10, SIS students start the pathway induction process that provides professional guidance on the most suitable academic pathway for each student's future aspirations. To help students and their families best understand the available pathways and provide experienced guidance, SIS enacts a Recommendation Process that includes continuous conferencing with the Grade 11 & 12 Counsellor, Diploma Programme Coordinator, and Assistant Principal along with Grade Level Leaders and the student's Mentor in tandem with scheduled recommendation reports that reflect the student's DP teacher's evaluation of their current performance and SIS academic reports.

## Diploma Programme Pathways Overview

SIS implements the International Baccalaureate Diploma Programme (IBDP) Curriculum in grades 11-12, and most courses are offered in standard level (SL) and higher level (HL). In general, HL courses have more coursework and assessment to be completed. Students who take the classes but do not participate in the IB final exams but take internal final exams instead will graduate with an SIS high school diploma. Students participating in IBDP exams may complete the Full International Baccalaureate Diploma Programme (IBDP) or take the Diploma Programme Courses (DPC) pathway. The differences between IBDP and DPC are:

- IBDP students must take six courses, at least three of which are in HL and up to four in HL. For DPC students, there are no minimum requirements regarding the number and level of the courses they must take.
- IBDP students must complete the core subjects of IBDP, which consist of Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, and Service (CAS). For DPC students, those core subjects are optional. However, as per the SIS requirement, DPC students must also participate in CAS to be awarded an SIS high school diploma.

## High School Pathway Matrix

SIS HIGH SCHOOL PATHWAY MATRIX			
PATHWAY	Full IB Diploma + SIS High School Diploma	IB Diploma Courses + SIS High School Diploma	SIS High School Diploma
Curriculum	International Baccalaureate	International Baccalaureate	International Baccalaureate
Requirements	<ul style="list-style-type: none"> <li>• Minimum 3 and maximum 4 HL subjects</li> <li>• CAS, TOK, EE are mandatory</li> </ul>	<ul style="list-style-type: none"> <li>• No minimum number of IB subjects</li> <li>• No minimum number of HL courses</li> <li>• CAS is mandatory</li> <li>• TOK and EE are optional</li> </ul>	<ul style="list-style-type: none"> <li>• All classes are taken at a high school level (less rigorous than DP standards)</li> <li>• CAS is mandatory</li> <li>• TOK and EE are optional</li> </ul>
Assessments	DP Examinations (Internal and External Assessments)	<ul style="list-style-type: none"> <li>• DP Examinations for IB subjects</li> <li>• SIS final exams for non-DP subjects</li> </ul>	<ul style="list-style-type: none"> <li>• SIS final exams</li> </ul>
Certificate Awarded	<ul style="list-style-type: none"> <li>• IB DP Diploma</li> <li>• IB DP Transcript</li> <li>• SIS Diploma</li> <li>• SIS Transcript</li> </ul>	<ul style="list-style-type: none"> <li>• IB DP transcript</li> <li>• SIS Diploma</li> <li>• SIS Transcript</li> </ul>	<ul style="list-style-type: none"> <li>• SIS Diploma</li> <li>• SIS Transcript</li> </ul>

## IB DP Bilingual Diploma Option

SIS DP candidates can choose the option of becoming an IB Bilingual Candidate by meeting the Full IB Diploma requirements mentioned above as well as one of the following criteria:

- Completion of two languages selected from studies in language and literature subjects with the award of grade 3 or higher in both languages
- Completion of one of the subjects from individuals and societies or sciences in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade of 3 or higher in language and literature studies and the subject from individuals and societies, or science subject groups.

## Carnegie Credit System

All high school transfers to Shekou International School (SIS) must provide an official transcript that will be evaluated for any credit deficiencies. SIS students generally earn 1 Carnegie credit for each completed full-time two-semester course. In some cases, .5 credit will be earned for successfully completing an MYP or DP component. These include the MYP Personal Project, CAS Project, DP Extended Essay, and DP TOK Exhibition & Essay. Completing the MYP Personal Project and the DP CAS Project is required for graduation and the SIS Diploma. For students working towards an alternative pathway, DP Extended Essay and DP TOK Exhibition & Essay are not required credits for graduation. The minimum total credit to receive the SIS Diploma is 24 credits. Universities recognise Carnegie credits as a representation of work completed by a student. The number of SIS high school credits fulfils or exceeds most university admissions requirements.

## SIS High School Diploma Statement

All students who meet the SIS graduation requirements will be issued a Western Association of Schools and Colleges (WASC – California) accredited High School Diploma for entrance into colleges and universities across the globe.

## Grad Requirements & Credit Matrix

GRADUATION CREDIT MATRIX	
Subject	Graduation Requirements*
English	4 Credits
Additional Language	2 Credits
Individuals and Societies	3 Credits
The Sciences	3 Credits
Mathematics	3 Credits
Art and Design	2 Credits
Physical and Health Education	2 Credits
MYP Personal Project**	5 Credits
DP CAS Project**	5 Credits
Additional/Further Studies+	Minimum of 4 Credits
MINIMUM TOTAL CREDITS	24 Credits



\* Graduation requirements can be waived when the school deems them acceptable. This only applies to transfer students who enter SIS during high school. Students receiving modifications to the curriculum will be indicated on their transcript but will still be eligible for credit.

\*\* Passing is a requirement for the SIS Diploma. MYP Personal Project is reflected on a student’s Grade 10- Semester 2 Report Card. If it is not completed by the end of Grade 10, students will receive an INC, followed by a grade change form after completion. DP CAS Project is reflected on a student’s Grade 12 Semester 2 Report Card.

+ Additional/Further studies include DP Extended Essay and DP TOK Essay & Exhibition. DP Extended Essay is reflected on a student’s Grade 12 Semester 1 Report Card. If it is not completed by this time, students will receive an INC, followed by a grade change form after completion. DP TOK Exhibition is reflected on a student’s Grade 11 Semester 2 Report Card. DP TOK Essay is reflected on a student’s Grade 12 Semester 2 Report Card. If either the TOK Exhibition or TOK Essay is not completed by the semester report card deadlines, students will receive an INC, followed by a grade change form after completion.

## High School Grade 11-12 Course Offerings

The SIS high school programme offers many pathways to student success, including the full Diploma Programme in grades 11 and 12. SIS offers a wide range of courses so that students can choose the path that best suits their interests and future endeavours.

## DP Program (Grades 11-12) Course Offerings

Subject Groups in the DP	Subjects Offered at SIS
All Courses are offered at HL and SL except where noted SL only* and HL only**	
Group 1: LANGUAGE AND LITERATURE	<ul style="list-style-type: none"> <li>School-Supported Teacher-Led <ul style="list-style-type: none"> <li>English, Chinese, French</li> </ul> </li> <li>School-Supported Self-Led*</li> </ul>
Group 2: LANGUAGE ACQUISITION	<ul style="list-style-type: none"> <li>School Supported Teacher-Led <ul style="list-style-type: none"> <li>English**, Chinese, French</li> <li>Spanish and Mandarin ab initio*</li> </ul> </li> </ul>
Group 3: INDIVIDUALS AND SOCIETIES	<ul style="list-style-type: none"> <li>Business Management</li> <li>Economics</li> <li>Psychology</li> </ul>
Group 4: THE SCIENCES	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> </ul>
Group 5: MATHEMATICS	<ul style="list-style-type: none"> <li>Maths: Analysis and Approaches</li> <li>Maths: Applications and Interpretation</li> </ul>
Group 6: THE ARTS	<ul style="list-style-type: none"> <li>Visual art</li> </ul>

Environmental Systems & Societies can be taken as a Group 3 or Group 4

# COURSE OFFERINGS BY SUBJECT GROUP

## Group 1 - Language & Literature

### Language and Literature in the IB

Language is fundamental to learning, thinking and communicating and provides an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities. (MYP Language and Literature Subject Brief, 1)

### Language and Literature in MYP - Aims and Goals

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Students learn how to form opinions, make decisions, and engage in ethical reasoning through their studies.

#### MYP language and literature aim 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.

(MYP Language and Literature Subject Brief, 1)

### Language and Literature Assessment in the MYP

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

#### Criterion A: Analysing

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

#### Criterion B: Organising

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

#### Criterion C: Producing text

Students produce written and spoken text, focusing on the creative process and understanding the connection between the creator and their audience. Students make choices that aim to create texts that affect both the creator and the audience.

#### Criterion D: Using language

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

(MYP Language and Literature Subject Brief, 2)

## Language and Literature in DP - Aims and Goals

The DP language and literature courses aim to study language's complex and dynamic nature and explore its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals as language producers. Throughout the course, students will explore how language choices, text types, literary forms and contextual elements affect meaning.

Through close analysis of various text types and literary forms, students will consider their interpretations and the critical perspectives of others to explore how cultural belief systems shape such positions and negotiate meanings for texts.

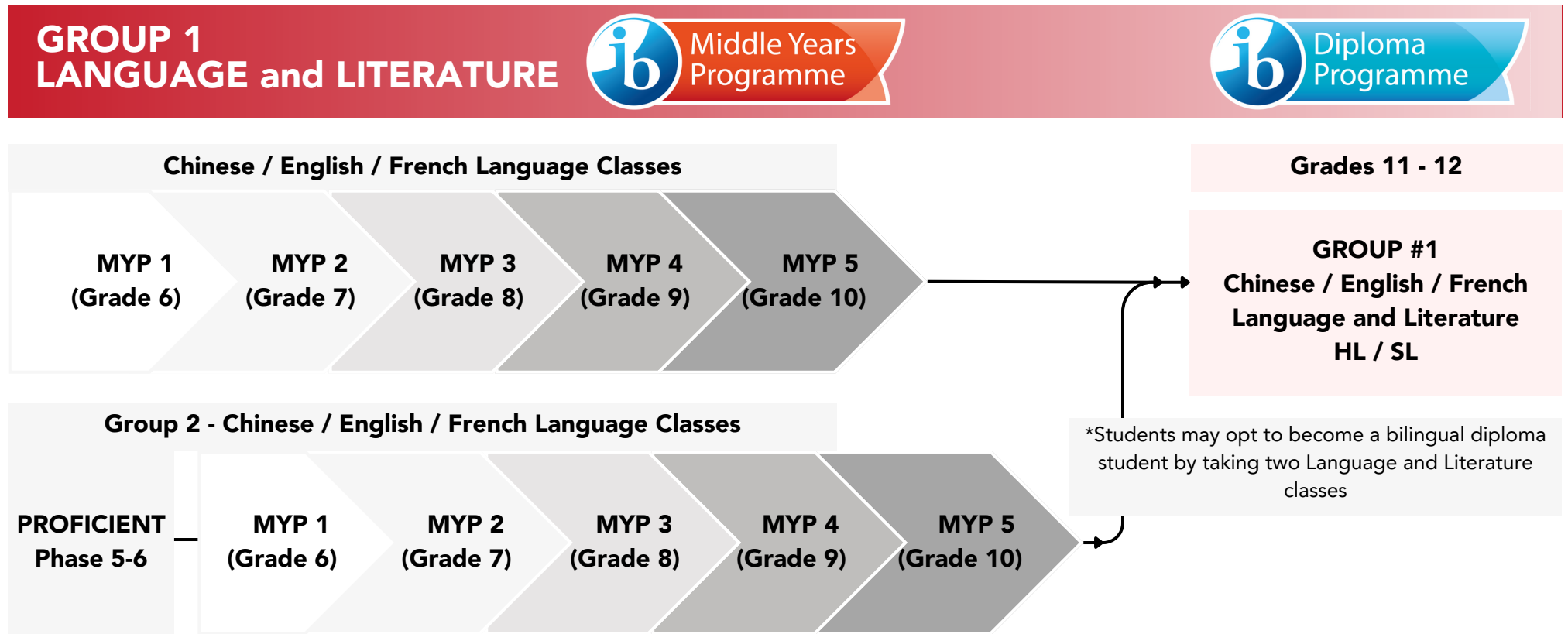
### Studies in language and literature courses aim to enable students to:

- engage with a range of texts in a variety of media and forms from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing z develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

## Language and Literature Assessment in the DP

Every DP language and literature course is assessed differently. The DP uses both external and internal assessment. Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. Internal assessment components are graded by the subject teacher and moderated externally by the IB by sample evaluation. With each course description, there will be a detailed chart outlining the assessment composition of each class.





### Receiving a bilingual diploma

A bilingual diploma is awarded to candidates who:

- Complete and receive a grade of 3 or higher in two languages selected from the DP course studies in language and literature
- Gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.



## Chinese Language and Literature Course Descriptions

### **MYP Chinese Language and Literature – Grade 6**

In SIS MYP 1 Chinese Language and Literature, we will start to develop the understanding that language is central to the development of critical thinking and personal development. The course includes exploring selected lectures and ancient Chinese classics around the theme of the approach of learning, engaging with texts chosen about Traditions and Customs, analysing *The Dream of Wolf King* by Shen Shixi, and studying traditional stories, including legends, folks and allegories. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### **MYP Chinese Language and Literature – Grade 7**

In SIS MYP 2 Chinese Language and Literature, students will further develop the understanding that language is central to the development of critical thinking and personal development. The course includes exploring selected prose around childhood, engaging with texts about animals, including ancient Chinese text, analysing *Memories of Peking* by Lin Haiyin, and studying persuasive language through argumentative and debate texts. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### **MYP Chinese Language and Literature – Grade 8**

In SIS MYP 3 Chinese Language and Literature, students will focus on developing their critical thinking and personal development through the lens of language. The course includes exploring selected prose around the theme of Impact & Change, engaging with selected ancient Chinese texts about Expressing Life Ambitions, analysing *The Stories of Sahara* by San Mao, and studying persuasive language through argumentative text and speeches. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### **MYP Chinese Language and Literature – Grade 9**

In SIS MYP 4 Chinese Language and Literature, students will develop their critical thinking skills through language development. Students will explore the value of language in developing critical thinking and intercultural understanding, fostering responsible citizenship globally. They will delve into personal and cultural identity through language, supporting conceptual understanding and ethical reasoning across various domains. While interacting with a variety of literary and non-literary texts, students will develop abilities to form opinions, make decisions, and reason ethically. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### **MYP Chinese Language and Literature – Grade 10**

In SIS MYP 5 Chinese Language and Literature, students continue developing critical thinking and language development and the higher level language that supports it. The course includes exploring selected prose around the theme of underprivileged communities, analysing the novel *The Rickshaw Boy* by Laoshe, engaging with selected short stories of O’Henry, and reading a range of drama-chosen extracts from the East and West. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

## In Grades 11-12, students can choose specific language and literature subjects that align with their university pathway.

### DP Chinese Language A SL / HL – Grade 11 and 12

The Language A: Language and Literature course aims to study language's complex and dynamic nature and explore its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals as language producers. Throughout the course, students will explore how language choices, text types, literary forms and contextual elements affect meaning. Through close analysis of various text types and literary forms, students will consider their interpretations and the critical perspectives of others to explore how cultural belief systems shape such positions and negotiate meanings for texts.

DP Task	Assessment Description	SL %	HL %
Paper 1	Guided textual analysis - The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%	35%
Paper 2	Comparative essay - The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	35%	25%
HL Essay	Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.		20%
IA - Oral	Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	30%	20%

(DP Language A Subject Brief, 1)

## English Language and Literature Course Descriptions

### MYP English Language and Literature – Grade 6

In SIS MYP 1 English Language and Literature, students will value language as being central to the development of critical thinking and personal development. Within this course, students will uncover the mythical world of *The Lightning Thief* by Rick Riordan, analyzing the archetype of the Hero and then writing an original short story. They will then explore the enchanting realm of *Spirited Away* by Hayao Miyazaki, learning film conventions and then presenting a film review. This will be followed by a study of the refugee experience in *Refugee* by Alan Gratz; they will examine both fiction and nonfiction through a compare essay. Finally, they engage with the personal narrative in *Smile* by Raina Telgemeier, examining the power of autobiographical storytelling through a graphic novel and presentation. Students will be assessed on their ability to carry out analysis, organization, producing texts, and using language.

### MYP English Language and Literature – Grade 7

In SIS MYP 2 English Language and Literature, students will further develop the understanding that language is central to the development of critical thinking and personal growth. Throughout MYP 2, Students will analyse the intricacies of communication, exploring how language and detail reveal individual identities through autobiographical nonfiction and personal narratives. Following this, they analyse the perspective within classics like *The Tempest* by William Shakespeare, examining conflicts and themes, culminating in creative projects that foster deeper understanding. Later, students engage with creativity and critical thinking as they explore the world of advertisements, culminating in an advertisement remix and a reflective essay. Finally, they will analyse and explore the connections between setting, characters, and relationships in Scott Westerfeld's dystopian novel *Uglies*, expressing their insights through vlogs. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### **MYP English Language and Literature – Grade 8**

In SIS MYP 3 English Language and Literature, students will focus on developing their critical thinking and personal development through the lens of language. Students will explore the value of language in developing critical thinking and intercultural understanding, fostering responsible citizenship globally. They will delve into personal and cultural identity through language, supporting conceptual understanding and ethical reasoning across various domains. The course includes analysing *Counting on Grace* by Elizabeth Winthrop, studying *Animal Farm* by George Orwell, exploring Edgar Allan Poe's short stories and poetry, and engaging with two documentary films to deepen their insights into moral, social, economic, and political themes. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### **MYP English Language and Literature – Grade 9**

In the SIS MYP 4 Language and Literature course, we will explore and sustain personal development and cultural identity. This course encourages and enables students to use language as a vehicle of thought, creativity, reflection, self-expression, and analysis. Students will develop critical, creative, and personal approaches to studying and analysing literary and nonliterary texts. They will explore texts from different historical periods, from a variety of cultures, and a variety of media and modes. Through this process, students will be encouraged to develop a lifelong interest in reading and a disciplinary understanding of applying concepts and skills to authentic contexts. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### **MYP English Language and Literature – Grade 10**

In the SIS MYP 5 Language and Literature course, students will explore the concept of Perspective through the texts *Persepolis* and *Reading Lolita in Tehran* better to understand the conventions of graphic novels and memoirs. In the communication unit, they will explore non-literary and literary texts to understand how a range of techniques allow the writer to communicate meaning to an audience. In the connections unit, students will read *Brave New World* and *V for Vendetta* to understand style, tone, and mood better. The framework of the short story allows the concept of culture to be explored through Akutagawa's texts. Finally, students will analyse identity and relationships in the sci-fi classic "Do Androids Dream of Electric Sheep?" Students will be assessed on their ability to analyse, organise, produce texts, and use language.



**In Grades 11-12, students can choose specific language and literature subjects that align with their university pathway.**

**DP English Language A SL / HL – Grade 11 and 12**

The Language A: Language and Literature course aims to study language's complex and dynamic nature and explore its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals as language producers. Throughout the course, students will explore how language choices, text types, literary forms and contextual elements affect meaning. Through close analysis of various text types and literary forms, students will consider their interpretations and the critical perspectives of others to explore how cultural belief systems shape such positions and negotiate meanings for texts.

DP Task	Assessment Description	SL %	HL %
Paper 1	Guided textual analysis - The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%	35%
Paper 2	Comparative essay - The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (30 marks)	35%	25%
HL Essay	Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.		20%
IA - Oral	Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	30%	20%

(DP Language A Subject Brief, 1)

**French Language and Literature Course Descriptions**

**MYP French Language and Literature – Grade 6**

In the SIS MYP 1, French Language and Literature course, we will study French language, literature, culture, and current affairs for native French-speaking and advanced second-language learners. Students will read and interact with various texts, including fiction, poetry, non-fiction, and self-selected books. Effective writing styles are analysed and practised through reading and writing narratives, information and opinion pieces. The four units of the school year are "Grammar is a Sweet Song", "Monsters", "stories of Creation of the World", and "Adventure Stories". Students will be assessed on their ability to analyse, organise, produce texts, and use language.

**MYP French Language and Literature – Grade 7**

The SIS MYP 2 French language and literature course is designed to engage students in analysing effective writing styles and practising through reading and writing narratives, information, and opinion pieces. In this course, students read and interact with various texts, including fiction, poetry, and non-fiction. They will study poetry, read a play by Molière, develop their notions of heroism, and discover the fantastic world of science-fiction through the novel written by Pierre Bottero. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### MYP French Literature SL – Grade 8

The SIS MYP 3 French Literature SL course is designed to engage students in analysing effective writing styles and practising through reading and writing narratives, information, and opinion pieces. Students will further develop reading comprehension and fluency skills, honing their writing techniques through various genres, including creative, expository, and literary analysis. They will expand their persuasive writing and research skills through assignments assessing the four criteria described in the table below. The course includes the study of a play by Marivaux, understanding the evolution of the written press, and analysing the relationship between writers, characters, and the environment while reading a novel by Emile Zola. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### MYP French Literature SL – Grade 10

In the SIS MYP 5, French Literature SL course, we will study French Literature SL, culture, and current affairs for native French-speaking and advanced second-language learners. The course is structured around four chronologically bound topics: the literature of ideas and the written press from the 19th to the 21st centuries, theatre from the 17th to the 21st centuries, Novel and narrative from the 18th to the 21st centuries, and Poetry from the Middle Ages to the 21st century. The learning targets for this year are the study of the language (oral and written), the methodology to write an argumentative speech, a commentary of text, a dissertation, a commentary of poem, and literary writing, and to deepen one's knowledge of literary history. Students will be assessed on their ability to analyse, organise, produce texts, and use language.

### In Grades 11-12, students can choose specific language and literature subjects that align with their university pathway.

#### DP French Literature SL/ HL – Grade 11 and 12

The Language A: French Literature SL course aims to study language's complex and dynamic nature and explore its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals as language producers. Throughout the course, students will explore how language choices, text types, literary forms and contextual elements affect meaning. Through close analysis of various text types and literary forms, students will consider their interpretations and the critical perspectives of others to explore how cultural belief systems shape such positions and negotiate meanings for texts.

DP Task	Assessment Description	SL %	HL %
Paper 1	Guided textual analysis - The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	35%	35%
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HL Essay	Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.		20%
IA - Oral	Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	30%	20%

(DP Language A Subject Brief, 1)



## Group 2 - Language Acquisition

### Language Acquisition in the IB

The ability to communicate in more than one language is essential to an international education that promotes intercultural understanding, and it is central to the IB's mission. The main emphasis of modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while promoting an understanding of another culture through the study of its language. Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities are central to developing critical thinking and international-mindedness. It also provides an intellectual framework to support personal development, cultural identity and conceptual understanding. It significantly contributes to student's holistic development and strengthening lifelong learning skills. It also equips students with multiliteracy skills and attitudes to communicate successfully in various global contexts. (MYP Language and Literature Subject Brief, 1)

### Language Acquisition in MYP - Aims and Goals

Studying additional languages in the MYP allows students to develop insights into the features, processes, and craft of language and the concept of culture. Students also realise that diverse ways of living, behaving, and viewing the world exist.

#### MYP language acquisition aims to encourage and enable students to:

- gain proficiency in an additional language while supporting the maintenance of their mother tongue
- and cultural heritage
- develop a respect for and understanding of diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning and for study, work, and

- leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts, and to develop critical and
- creative techniques for comprehension and construction of meaning
- recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from their own and other cultures
- develop curiosity, inquiry and a lifelong interest in and enjoyment of language learning.

(MYP Language Acquisition Subject Brief, 1)

### Language Acquisition Assessment in the MYP

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

#### Criterion A: Listening

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

#### Criterion B: Reading

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

### Criterion C: Speaking

Students develop their communication skills by interacting on various topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop various structures, strategies and techniques with increasing skill and effectiveness.

### Criterion D: Writing

Students recognise and use language suitable to the audience and purpose, such as the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. They apply their understanding of language, form, mode, medium, and literary concepts to express ideas, values, and opinions creatively and meaningfully.

*(MYP Language Acquisition Subject Brief, 2)*

## Language Acquisition in DP - Aims and Goals

Students develop the ability to communicate in the target language by studying language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes appropriate to the level of the course.

**The following language acquisition aims are common to language ab initio and language B.**

- Develop international-mindedness by studying languages, cultures, ideas and issues of global significance.
- Enable students to communicate in the language they have studied in various contexts and for various purposes.

- Through the study of texts and social interaction, encourage an awareness and appreciation of the various perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures they are familiar with.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students with opportunities for intellectual engagement and the development of critical and creative thinking skills through language learning and the process of inquiry.
- Provide students with a basis for further study, work and leisure through an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

*(DP Language B Subject Brief, 1)*

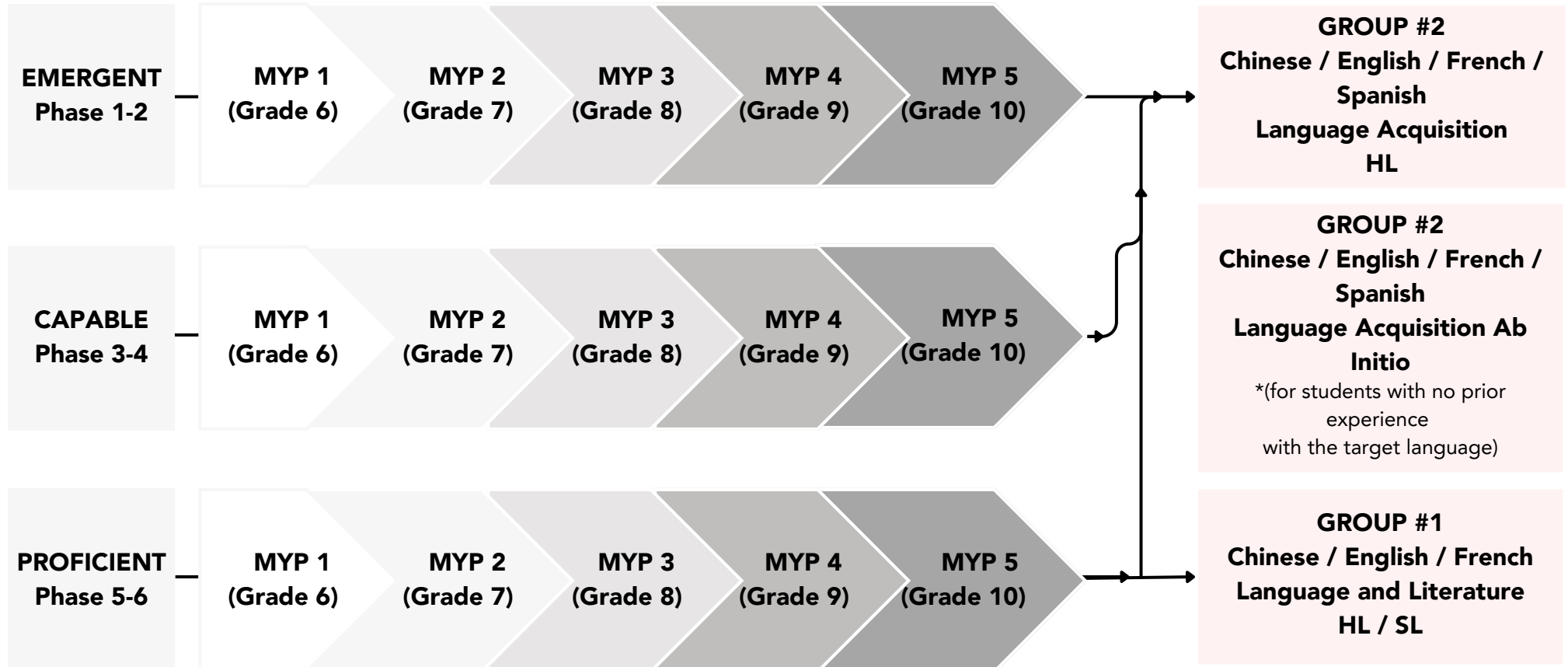
## Language Acquisition Assessment in the DP

Every DP language acquisition course is assessed differently. The DP uses both external and internal assessment. Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. Internal assessment components are graded by the subject teacher and moderated externally by the IB by sample evaluation. With each course description, there will be a detailed chart outlining the assessment composition of each class.

## GROUP 2 LANGUAGE ACQUISITION



### Chinese / English / French Language Classes



## Chinese Language Acquisition Course Descriptions

### Chinese Phases 1-2 – Emergent

#### MYP 1 Chinese Language Acquisition Phases 1/2 – Grade 6

The MYP 1 Phases 1-2 students will explore four units: 'Special Me', 'Travel', 'Healthy Lifestyle', and 'School'. In our unit on 'Special Me', students will focus on their identity and the introduction of themselves and their friends. Students can express where and when they travel and share some travel experiences in our 'Travel' unit. In the 'Healthy Lifestyle' unit, students will explore their daily routines and reflect on their living habits. Students will engage with school facilities and community in our last unit, 'School'. Students will be assessed in terms of listening, reading, speaking, and writing skills throughout the courses.

#### MYP 2 Chinese Language Acquisition Phases 1/2 – Grade 7

The MYP 2 Phases 1-2 students will explore four units: 'My Family', 'Shopping', 'Celebrations', and 'Favorite Cuisine.' In our unit on 'My Family', students will learn to share some information about their family members, occupations, and family activities. In our 'Shopping' unit, students will focus on communication in different shopping scenarios. In the 'Celebrations' unit, students will explore festival celebrations in the host country and connect with festivals in their home country. In our last unit, 'Favorite Cuisine', students will engage with Chinese cuisine and their favourite foods to engage with an authentic learning practice through a field trip. Students will be assessed in terms of listening, reading, speaking, and writing skills.

#### MYP 2 Chinese Language Acquisition Phases 2/3 – Grade 7

In MYP 2 Phases 2-3, students will explore four units: 'Hobbies', 'Shopping', 'Celebrations', and 'Favorite Cuisine.' In our unit on 'Hobbies', students will learn to share what kind of activity they like and why having a hobby is important. In the 'Shopping' unit, students will explore various shopping habits, such as online and offline shopping; they will also be introduced to the language of bargaining and ordering things through the app available in China. In the 'Celebrations' unit, students will explore festival celebrations in the host country and make connections and comparisons with festivals in their home country. In our last unit, 'Favorite Cuisine', students will engage with Chinese cuisine and their favourite foods and participate in an authentic learning practice through a field trip. Students will be assessed in terms of listening, reading, speaking, and writing skills.

#### MYP 3 Chinese Language Acquisition Phases 1/2 – Grade 8

The MYP Phases 1-2 students will explore four units: 'School life', 'Travel', 'hobbies activities', and 'community'. In our unit on 'School life', students will focus on introducing school subjects and timetables. Students can introduce their hobbies and share their opinions about the activities in our 'hobbies activities' unit. In the community unit, students will explore how to ask for directions and assistance. In our last unit, 'Share the planet', students will learn why we need to know how to describe weather and forecast and raise our awareness of environmental protection and how to do that as a student. Students will be assessed in terms of listening, reading, speaking, and writing skills throughout the courses.

#### **MYP 4 Chinese Language Acquisition Phases 1/2 – Grade 9**

The MYP 4 Phases 1-2 course aims to develop open-minded students by critically analysing and reflecting upon the cultural perspectives of Chinese communities and their own. We will explore four units: 'The Youth's World', 'Travel', 'Community', and 'Subculture.' In our unit on 'Youth's World,' students will focus on youth's lives and reflections on their daily lives. Students will explore tourist attraction spots and share travel experiences in the 'Travel' unit. Students will explore their neighbourhoods and hometowns in the 'Community' unit. In our last unit, 'Subculture', students will investigate the diversity of subcultures, their value and expression, and different perspectives on these subcultures. Students will be assessed in terms of listening, reading, speaking, and writing skills throughout the courses.

#### **MYP 4 Chinese Language Acquisition Phases 2/3 – Grade 9**

The MYP 4 Phases 2-3 students will explore four units: 'The Youth World', 'Travel', 'Community', and 'Green Life'. In our unit on 'the youth world', students will focus on their self-awareness, be able to describe and express their stress and learn how to reduce that stress. Students can explain attractions, learn how to prepare for a trip when they travel and share some travel experiences in our 'Travel' unit. In the 'Community' unit, students will learn how to describe the layout of their living place and facilities in their community. They are also learning how to find an apartment to rent in China. In our last unit, students will engage with environmental protection at school and in their community. Students will be assessed in terms of listening, reading, speaking, and writing skills throughout the courses.

#### **MYP 5 Chinese Language Acquisition Phases 2/3 – Grade 10**

MYP 5 Phases 2-3 Chinese Language Acquisition course at SIS is designed to develop students' language proficiency in listening, reading, speaking, writing, viewing and presenting through thematic units. These thematic units may include Inspirational stories, Technology, Customs & Traditions, and The Love of Food. In our unit on 'Inspirational stories', students will explore the life stories of athletes and teenagers and the character traits needed for young adults to succeed. In the 'Technology' unit, students will explore a range of technologies and how they impact students' well-being. In the 'Customs & Traditions' unit, students will explore the old and new traditions of the Lunar New Year in Chinese communities and other parts of the world. In our last unit, 'The Love of Food', students will explore common Chinese breakfast and simple home-cooked cuisine. Students will be assessed in terms of listening, reading, speaking, and writing skills.

#### **Chinese Phases 3-4 – Capable**

#### **MYP 1 Chinese Language Acquisition Phases 3/4 – Grade 6**

The MYP 1 Phases 3-4 students will explore four units: 'Special Me', 'Travel', 'Healthy Lifestyle', and 'School'. In our unit on 'Special Me', students will focus on their identity and be able to express feelings to family members and friends. Students can describe attractions in China when they travel and share some travel experiences in our 'Travel' unit. In the 'Healthy Lifestyle' unit, students will explore good eating habits reflecting their lives. In our last unit, 'School', students will engage with school subjects and the community. Throughout the course, students will be assessed in terms of listening, reading, speaking, and writing skills.



### **MYP 2 Chinese Language Acquisition Phases 3/4 – Grade 7**

The MYP 2 Phases 3-4 course at SIS is designed to develop students' language proficiency in listening, reading, speaking, writing, viewing and presenting through thematic units. These thematic units may include Self & Family, Customs & Traditions, Gift-Giving, and The Love of Food. In our unit on 'Self & Family', students will learn how to address family members and their personality traits. In the 'Customs & Traditions' unit, students will explore birthday traditions in Chinese communities and other parts of the world. In the 'Gift-Giving' unit, students will explore shopping for gifts, cultural perspectives of gift-giving, and sustainable ways of gift wrapping. Students will explore common Chinese breakfast and home-cooked cuisine in our last unit, 'The Love of Food'. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### **MYP 3 Chinese Language Acquisition Phases 3/4 – Grade 8**

The MYP 3 Phases 3-4 is designed to develop students' language proficiency in listening, reading, speaking, writing, viewing and presenting through thematic units. These thematic units may include School Life, Leisure Activities, Country & City Lifestyle, and Saving the Planet. In our unit on 'School life', students will explore different types of schools and educational programmes and their challenges and benefits. In the 'Leisure activities' unit, students will explore a range of leisure activities across different generations and the beneficial impacts of leisure activities on wellbeing. In the 'Country & City lifestyle' unit, students will explore the benefits and challenges of country and city lifestyle. In our last unit, 'Saving the planet', students will explore environmental issues and solutions to help address the environmental problems. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### **MYP 4 Chinese Language Acquisition Phases 3/4 – Grade 9**

In the SIS MYP 4 Phases 3-4 course, students will work on four units that cover diverse themes: "The Youth World," "Travel," "Community," and "Subculture." In the "The Youth World" unit", students will examine global youth culture, identities, and challenges young people face today through various media and literary perspectives. In the unit "Travel", students will explore the motivations, impacts, and transformative experiences of travel through texts like travelogues and personal narratives. In the unit "Community", students will learn how the concept of community is analysed, including its forms, structures, dynamics, and the role of shared identities, values, and experiences. In the unit "Subculture", students will investigate the diversity of subcultures, their origins, values, expression, and how they challenge mainstream norms and perspectives. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### **Chinese Phases 5-6 - Proficient**

### **MYP 1 Chinese Language Acquisition Phases 4/5 – Grade 6**

The MYP 1 Phases 4-5 students will explore four units: 'Special Me', 'Travel', 'Healthy Lifestyle', and 'My Teachers.' In our unit on 'Special Me', students will explore their identity, how people around them influence them and how they change through different life experiences. Students will engage in travel experiences through narrative and make connections with their own in our 'Travel' unit. In the 'Healthy Lifestyle' unit, students will focus on what contributes to a healthy life and reflect on their living habits. Moreover, they will also make connections between geography and people's diets. In our last unit, 'My Teachers', students will focus on the teachers who influence an individual's life. Students will be assessed in terms of listening, reading, speaking, and writing skills throughout the courses.

### **MYP 2 Chinese Language Acquisition Phases 4/5 – Grade 7**

The MYP 2 Phases 4-5 is designed to develop students' language proficiency in listening, reading, speaking, writing, viewing and presenting through thematic units. These thematic units may include Family Relationships, Customs & Traditions, Responsible Shopping, and The Love of Food of Food. In our unit on 'Family Relationships', students will explore different types of parent-child conflicts, causes, and possible solutions. In the 'Customs & Traditions' unit, students will explore Lunar New Year traditions in Chinese communities and other parts of the world. In the 'Responsible Shopping' unit, students will explore the benefits and disadvantages of online shopping, particularly how it impacts the environment. In our last unit, 'The Love of Food', students will explore the eight most famous Chinese cuisines and focus on their characteristics. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### **MYP 3 Chinese Language Acquisition Phases 4/5 – Grade 8**

The MYP 3 Phases 5-6 course at SIS is designed to develop students' language proficiency in listening, reading, speaking, writing, viewing and presenting through thematic units. These thematic units may include School education, Entertainment, Urban & Rural lifestyle, and Equality. In our unit on 'School education', students will explore different types of educational programmes and their challenges and benefits. In the 'Entertainment' unit, students will explore a range of leisure activities across different generations and the beneficial impacts of leisure activities on wellbeing. In the 'Urban & Rural Lifestyle' unit, students will explore the benefits and challenges of rural and urban lifestyles. In our last unit, 'Equality', students will explore gender inequality issues and the importance of addressing these issues.

### **MYP 5 Chinese Language Acquisition Phases 5/6 – Grade 10**

In the SIS MYP 5 Phases 5-6 course, students will work on four units that cover diverse themes: " Inspirational Stories," "Technology," " Customs & Traditions," and " Globalization." In the "Inspirational Stories" unit, students will explore diverse inspirational narratives that evoke resilience and personal growth. In the unit "Technology", students will examine technology's transformative impacts, benefits, and challenges for individuals and societies. In the "Customs & Traditions" unit, students will explore diverse cultural customs and traditions, fostering intercultural understanding. In the unit "Globalization", students will investigate globalisation's multifaceted impacts on economies and cultures and sustainability challenges. Students will be assessed in terms of listening, reading, speaking, and writing skills.



**In Grades 11-12, students can choose specific language acquisition subjects that align with their university pathway.**

**DP Chinese Language B – Standard / Higher Level**

Students further develop their communication ability by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. Studying two literary works originally written in the target language is required at HL. Students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar and their conceptual understanding of how language works to construct, analyse and evaluate arguments on various topics relating to course content and the target language culture(s).

**\*Language B is a language acquisition course designed for students with previous experience in the target language.**

Language B SL and HL Assessment Outline		SL %	HL %
External 75%	Paper 1 (productive skills) One writing task from a choice of three Writing – 30 marks	25%	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%	25% 25%
Internal 25%	Individual oral assessment 30 marks	25%	25%

(DP Language B Subject Brief, 1)

**DP Chinese Language AB Initio SL – Grade 11 and 12\***

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

**\*Language ab initio is a language acquisition course designed for students with no previous experience of the target language.**

Language B & ab initio SL Assessment Outline		SL %
External 75%	Paper 1 (productive skills) One writing task from a choice of three Writing – 30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%
Internal 25%	Individual oral assessment 30 marks	25%

(DP Language B Subject Brief, 1)

## **MYP English Language Acquisition Course Descriptions**

### **MYP 1 English Language Acquisition Phases 3/4/5 – Grade 6**

The English Language Acquisition course will develop students' receptive and productive skills through five units. The first unit, "How do you pass the time?" will build vocabulary and grammar skills by focusing on writing and reading. Students will also learn about email writing conventions as part of their writing and practice grammar skills. In Unit 2, "Connecting with People", the students will focus on friendship and personality traits by focusing on adjectives. They will be shown different multimedia texts to practice for their listening summative. We will also have different class discussions about personality and our relationships with family and friends to prepare for the speaking summative. Unit 3, "How do we find our way?", students will explore how we explore our surroundings and make connections. Students will learn various modal words about giving/receiving directions and a wide range of vocabulary. They will also read different stories about people who got lost and found their way using different skills. Unit 4, "Eat to live or live to eat?" students will discover food and eating habits worldwide. They will also learn about different food rituals to prepare them for their speaking summative. They will also study similes and metaphors and how we can use them in food and eating culture. In our final unit, Unit 5, "Languages of the World", students will develop their critical thinking skills by exploring the advantages of being bilingual; we will listen, watch, and read a wide range of materials and practice note-taking skills and identify important information in preparation for the final assessments. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### **MYP 2 English Language Acquisition Phases 3/5 – Grade 7**

The main aim of the MYP 2 English Language Acquisition course is for students to develop receptive and productive language skills.

The first unit, "Cool Inventions", will build knowledge of adjectives to describe technology and provide a collaborative way for students to develop communication skills through spider-web discussions as they speak to express opinions about modern technology. Unit 2, "Extreme Sports", will build on students' abilities to express views by writing opinion paragraphs and longer texts as they develop. They will read widely about extreme sports and activities to learn about culture and attitudes to extreme sports in various countries. In Unit 3, "It's a Mystery to Me", students will read and listen to fictional mystery stories and write to create their own. In Unit 4, "Explorations," the students will choose areas of interest to read widely about and research as they work toward writing their own TED talk. The unit will develop independent language learning skills and culminate in a TED talk presentation to the class. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### **MYP 3 English Language Acquisition Phases 3/4/5 – Grade 8**

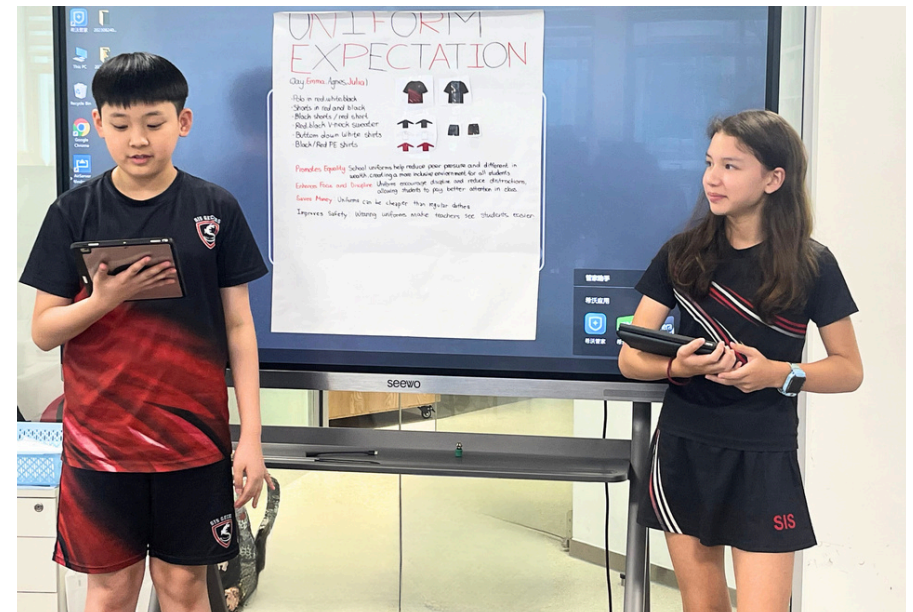
The SIS MYP 3 Phases 3/4/5 course will develop students' receptive and productive skills through four units. The first, "Identity and Belonging", will build vocabulary, reading and listening skills by reading blog posts and watching short films. Students will also learn to write blog posts to express their ideas about identity. In Unit 2, "Travel Writing," the students will further build their blog-writing skills by writing about travel destinations. They will focus on building vocabulary through reading and writing activities, culminating in writing a travel blog. In Unit 3, "Traditions," students will explore the cultural traditions of English-speaking countries and discuss the pros and cons of such traditions to develop their critical thinking and communication skills. In Unit 4, "What's that you said?" students will explore spoken language and read and listen to arguments about language use and culture. Through the activities, they will develop more idiomatic language that is useful for informal writing and will extend their verbal communication skills. Students will be assessed in terms of listening, reading, speaking, and writing skills.

## MYP 4 English Language Acquisition Phases 4/5 – Grade 9

The SIS MYP 4 Phases, 4/5 course will develop students' receptive and productive skills through five units. The first unit, "What if everybody looked the same?" will develop different vocabulary and critical thinking skills by focusing primarily on writing and reading. Students will learn conventions of argumentative essay writing in preparation for their writing summative. Our grammar focus will be cohesive devices; we can effectively use these in our writing. We will also read various texts and have class discussions to improve critical thinking skills. In unit 2, "Sustaining the Planet", students will learn multiple words and explore sustainability and environmental issues themes. They will watch various videos, practice note-taking skills, and have class discussions in preparation for their listening and speaking assessments. In unit 3, "Films Matter", students will learn various film-related adjectives and genres. We will focus on and study how to be a film critic and write an effective review. They will also read film reviews to improve their structure and word choice. Unit 4 "What's a story?" students will explore story writing conventions. They will get to study idiomatic language, and we can use them effectively when we want to write creatively. They will also read various stories to identify the conventions in different written styles. In our last unit, Unit 5: 21st Century Skills, students will discover skills needed in our world. There will be various reading and listening tasks about education worldwide and the benefits of technology in education. There will be multiple class discussions in preparation for the speaking assessment at the end of the unit. Students will be assessed in terms of listening, reading, speaking, and writing skills.

## MYP 5 English Language Acquisition Phases 4/5 – Grade 10

In the MYP 5 Phase 4/5 course, students will advance their language skills while deepening their understanding of global issues and personal identity through four distinct units. In unit one, students will examine the global issue of poverty. Students will explore how poverty affects individuals and communities through connections and empathy. These concepts will guide discussions and activities, helping students understand the human impact of poverty and encouraging them to consider their role in addressing this global challenge. Unit two is driven by the idea of *ikigai*—a reason for being—by reflecting on student passions, skills, and values. In unit three, students will explore how culture and context shape our perceptions of the world. The last unit will focus on how individuals and societies face complex challenges. Students will explore these issues through the lens of communication and point of view, analysing how different perspectives can shape responses to challenges. Students will be assessed in terms of listening, reading, speaking, and writing skills.





**In Grades 11-12, students can choose the language acquisition subjects that align with their university pathway.**

**DP English Language B HL – Grade 11 and 12\***

Students further develop their communication ability by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. Studying two literary works originally written in the target language is required at HL. Students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar and conceptual understanding of how language works to construct, analyse and evaluate arguments on various topics relating to course content and the target language culture(s).

\*Language B is a language acquisition course designed for students with previous experience in the target language.

Language B SL and HL Assessment Outline		HL %
External 75%	Paper 1 (productive skills) One writing task from a choice of three Writing – 30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%
Internal 25%	Individual oral assessment 30 marks	25%

(DP Language B Subject Brief, 1)

**DP English Language ab Initio SL – Grade 11 and 12\***

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

\*Language ab initio is a language acquisition course designed for students with no previous experience of the target language.

Language ab initio SL Assessment Outline		SL %
External 75%	Paper 1 (productive skills) One writing task from a choice of three Writing – 30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%
Internal 25%	Individual oral assessment 30 marks	25%

(DP Language ab initio Subject Brief, 1)

## French Language Acquisition Course Descriptions

### MYP 1 French Language Acquisition Phases 1/2 – Grade 6

The French Language Acquisition course in MYP 1 for Phases 1-2 learners will introduce key concepts to start their French journey. In Unit 1, “Et si on apprenait une nouvelle langue?” Students will develop basic vocabulary related to greetings, general introduction, and classroom daily commands. In Unit 2, “Qui sont vos proches?” Students will learn vocabulary to describe friends and family characteristics and assess their ability to talk about their relatives. In Unit 3, “Où te sens-tu chez toi?” Students will develop vocabulary related to their home, describe their accommodation, and share where they are coming from. They will discuss how to recreate their home atmosphere when abroad. In Unit 4, “Quel est le programme aujourd’hui?” Students will tell their days at school or home and their routine, from getting up in the morning to going back to bed in the evening. They will learn the cultural impact of the daily routine and how to say the time using the 24-hour clock. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### MYP 2 French Language Acquisition Phases 1/2 – Grade 7

In the SIS MYP 2 Phases 1-2, students in their second year of learning are conducted in French with English support. Conversational practices mainly deal with the self and close environment. In Unit 1, “Quels sont tes hobbies?” students will listen and learn vocabulary related to their hobbies before writing about them. In Unit 2, “Tu aimes les festivals et les traditions?” students will read to learn more about French cultural traditions and develop their abilities to talk about them with each other. In Unit 3, “Prends-tu soin de toi?” students will develop language related to health and lifestyle as they listen and then write about their daily lives. In Unit 4, “Tu as dit shopping?” students will develop reading skills as they read about shopping in French-speaking places and learn to speak and write about their shopping preferences. The main goal of the class is to develop basic communicative competence in writing and speaking while becoming sensitive to intercultural connections. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### MYP 3 French Language Acquisition Phases 2/3 – Grade 8

The MYP 3 Phases 2/3 course is designed for low-intermediate students and is conducted mainly in French with some English support. In Unit 1, “Est-ce que la technologie peut communiquer pour nous?” students will develop basic vocabulary related to the role of technology in our lives today and reflect on how technology can be used as a tool for learning. In Unit 2, “Comment voyages-tu?”, students will learn more vocabulary to describe various means of travelling and think about the importance of travelling and discovering new places. In Unit 3, “Où te sens-tu chez toi?” students will develop vocabulary related to their community and explore the importance of improving it by making it more sustainable. In Unit 4, “Voulons-nous vraiment protéger notre environnement?”, students will develop vocabulary about the environment. They will learn to discuss environmental issues and develop ideas for better protecting and preserving our planet. The goal of the class is to develop basic communicative competence to become sensitive to intercultural connections alongside vocabulary and grammatical structures to write short paragraph responses. Students will be assessed in terms of listening, reading, speaking, and writing skills.

### MYP 5 French Language Acquisition Phases 3/4 – Grade 10

The MYP 5 Phases 3/4 course is designed for intermediate students. It is mainly conducted in French with some English support when needed. In Unit 1, “Qu'est-ce qu'être humain?” students will develop basic vocabulary related to being human and the differences or similarities between Humans and animals. In Unit 2, “Drogue et dopage: Et si...?” students will learn more vocabulary to describe the different categories of drugs, illegal or legal and their dangers. In Unit 3, “Quels sont les facteurs qui influencent une bonne santé?” students will develop vocabulary related to a healthy diet and the links between food and cultures. In Unit 4, “Quels sont mes droits et mes devoirs?” students will develop and learn key concepts around their rights and duties at school and in society. Students will be assessed in terms of listening, reading, speaking, and writing skills.

**In Grades 11-12, students can choose specific language subjects that align with their university pathway.**

**DP French Language B SL / HL – Grade 11 and 12\***

Students further develop their communication ability by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. Studying two literary works originally written in the target language is required at HL. Students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar and conceptual understanding of how language works to construct, analyse and evaluate arguments on various topics relating to course content and the target language culture(s).

**\*Language B is a language acquisition course designed for students with previous experience in the target language.**

Language B SL and HL Assessment Outline		SL %	HL %
External 75%	<b>Paper 1 (productive skills)</b> One writing task from a choice of three Writing – 30 marks	25%	25%
	<b>Paper 2 (receptive skills)</b> Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%	25% 25%
Internal 25%	<b>Individual oral assessment</b> 30 marks	25%	25%

(DP Language B Subject Brief, 1)

**DP French Language ab Initio SL – Grade 11 and 12\***

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

**\*Language ab initio is a language acquisition course designed for students with no previous experience of the target language.**

Language ab initio SL Assessment Outline		SL %
External 75%	<b>Paper 1 (productive skills)</b> One writing task from a choice of three Writing – 30 marks	25%
	<b>Paper 2 (receptive skills)</b> Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%
Internal 25%	<b>Individual oral assessment</b> 30 marks	25%

(DP Language ab initio Subject Brief, 1)

**In Grades 11-12, students can choose specific language acquisition subjects that align with their university pathway.**

**DP Spanish Language B SL / HL – Grade 11 and 12\***

Students further develop their communication ability by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. Studying two literary works originally written in the target language is required at HL. Students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar and their conceptual understanding of how language works to construct, analyse and evaluate arguments on various topics relating to course content and the target language culture(s).

**\*Language B is a language acquisition course designed for students with previous experience in the target language**

Language B SL and HL Assessment Outline		SL %	HL %
External 75%	<b>Paper 1 (productive skills)</b> One writing task from a choice of three Writing – 30 marks	25%	25%
	<b>Paper 2 (receptive skills)</b> Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%	25% 25%
Internal 25%	<b>Individual oral assessment</b> 30 marks	25%	25%

(DP Language B Subject Brief, 1)

**DP Spanish Language AB Initio SL – Grade 11 and 12\***

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate by studying language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

**\*Language ab initio is a language acquisition course designed for students with no previous experience of the target language.**

Language B & ab initio SL Assessment Outline		SL %
External 75%	<b>Paper 1 (productive skills)</b> One writing task from a choice of three Writing – 30 marks	25%
	<b>Paper 2 (receptive skills)</b> Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	25% 25%
Internal 25%	<b>Individual oral assessment</b> 30 marks	25%

(DP Language ab initio Subject Brief, 1)

## Group 3 - Individuals and Societies

### Individuals and Societies in the IB

The IB's approach to this subject area strongly focuses on inquiry and investigation. Studying individuals and societies helps students appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are essential for helping students recognise that content and methodology can be debatable and controversial and for practising tolerance of uncertainty. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including source material. This focus on real-world examples, research, and analysis is an essential aspect of the subject group and relevant to their lives. They should be encouraged to apply it to new situations. (MYP Individuals and Societies Subject Brief, 1)

### Individuals and Societies in MYP - Aims and Goals

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them. It equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

#### MYP individuals and societies aim 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.

(Individuals and Societies MYP Subject Brief, 1)

### Individuals and Societies Assessment in the MYP

Each individuals and societies group objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

#### Criterion A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

#### Criterion B: Investigating

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

#### Criterion C: Communicating

Students develop skills to organise, document and communicate their learning using various media and presentation formats.

#### Criterion D: Thinking critically

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

(Individuals and Societies MYP Subject Brief, 2)

### Individuals and Societies in DP - Aims and Goals

The DP individuals and societies courses promote international-mindedness through a group subject area that allows exploration within a decidedly global context. Teachers can choose a range of local and global examples, case studies, and inquiries most relevant to their student populations to animate the main content. This flexibility ensures that the course remains relevant and responsive to the rapidly changing global environment. (lbo.org)



Having taken an individuals and societies DP course, students will be expected to meet the following objectives:

**Assessment Objective 1: Knowledge and Understanding**

Demonstrate knowledge and understanding of specified content

**Assessment Objective 2: Application and Analysis**

Students will learn to apply concepts and theories to real-world situations, Identify and interpret data, and analyse how information is used effectively in particular contexts.

**Assessment Objective 3: Synthesis and Evaluation**

Students will examine and use concepts and examples to construct and present an argument and discuss and evaluate information and theories.

**Assessment objective 4: Use and application of appropriate skills**

Students will produce well-structured written material using appropriate theory, concepts and terminology in response to real-world issues.

*(DP Business Management Subject Brief, 1)*

## Individuals and Societies Assessment in the DP

Every DP individuals and societies course is assessed differently. The DP uses both external and internal assessment. Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. Internal assessment components are graded by the subject teacher and moderated externally by the IB by sample evaluation. With each course description, there will be a detailed chart outlining the assessment composition of each class.



**GROUP 3  
INDIVIDUALS and SOCIETIES**



Middle Years  
Programme



Diploma  
Programme

Integrated Individual and Societies courses bring together understandings from multiple disciplines within the subject group

**MYP 1**  
(Grade 6)

**MYP 2**  
(Grade 7)

**MYP 3**  
(Grade 8)

**MYP 4**  
(Grade 9)

**MYP 5**  
(Grade 10)

**Grades 11 - 12**

**GROUP #3**  
**Business Management HL / SL**

**GROUP #3**  
**Economics HL / SL**

**GROUP #3**  
**Psychology HL / SL**

**GROUP #3 or #4**  
**Environmental Systems and  
Societies HL / SL**

## Individuals and Societies Course Descriptions

### **MYP 1 Individuals and Societies - Grade 6**

In the SIS MYP 1 Individuals and Societies course, students will engage with human and environmental commonalities and diversity. In our introduction unit, students learn essential terminology and gain pre-course knowledge. In our second unit on natural environments, students develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live. Students will also learn more about how environmental and human systems operate and evolve during our ancient civilisations unit. In the sustainable cities unit, students will study how to act as responsible citizens of local and global communities. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and think critically.

### **MYP 2 Individuals and Societies - Grade 7**

In the SIS MYP 2 Individuals and Societies course, students will understand the interactions and interdependence of individuals, societies and the environment. In our first unit, students learn about the major global developments that occurred during The Middle Ages. In our second exploration unit, students develop inquiry skills that lead towards conceptual understandings of exploration at different times and places and its importance to the 21st century. During our third unit, students will learn about the periods of the Renaissance and Enlightenment while looking at the main ideas and innovations. In our final unit, students will study examples of globalisation, including causes and consequences. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and think critically.

### **MYP 3 Individuals and Societies - Grade 8**

In the SIS MYP 3 Individuals and Societies course, students will understand the interactions and interdependence of individuals, societies and the environment. In our first unit, students learn about different governance systems through multiple case studies of countries that use monarchy, democracy and dictatorship. In our second unit on natural hazards, students understand how environments and human systems operate and evolve by studying how societies respond to them. During our third unit, students will explore how world populations have changed over time, the processes that allow this to happen and the social issues caused by these changes. In our final unit, students will study different examples of revolutions with a focus on causes and consequences. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and think critically.

### **MYP 4 Individuals and Societies - Grade 9**

In the SIS MYP 4 Individuals and Societies course, students will focus on the central theme of communities and engage with the disciplines of history, economics, business management, and geography as they unpack how and why they work. In our first unit, students will explore the key concept of change and the key economics concepts of needs and wants, using these to investigate why communities are formed. In our second unit, students look more deeply at the factors that allow for the successful establishment of an empire, considering the significance of place and time to this establishment. In our third unit, students will investigate what can cause an empire to fall by studying the systems essential to their maintenance. Lastly, in their fourth unit, students will look at the state of the world today and decide what they feel government should look like in the present. Students will be assessed on their ability to demonstrate knowledge and understanding, conduct investigations, communicate, and think critically.

## MYP 5 Individuals and Societies - Grade 10

In the SIS MYP 5 Individuals and Societies course, students will engage with the disciplines of History, Economics, Business Management, and Psychology. Within our first unit, students will unpack the nature of history, considering how we know what we know about historical events and what's missing from accounts of the past. In our second unit, students will explore the nature of governmental systems, understanding how these are used to control citizens of a community. In our third unit, students will explore business and business ethics through the lenses of economics and sustainability. In our final unit students will explore human behaviour from a psychology standpoint, looking into the causes of harmful behaviour and how these behaviours can be altered. Students will be assessed on their ability to demonstrate knowledge and understanding, conduct investigations, communicate, and think critically.

**In Grades 11-12, students can choose specific subjects related to individuals and societies that align with their university pathway.**

## DP Business Management SL / HL – Grades 11 and 12

The DP business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs must be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes. Through exploring four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how internal and external factors influence business decisions in an organisation and how these decisions impact a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management. Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face the challenges and opportunities awaiting them in our ever-changing world.

DP Task	Assessment Description	SL %	HL %
Paper 1	Based on a pre-released statement that specifies the context and background for the unseen case study  <b>Section A:</b> Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the case study (20 marks) <b>Section B:</b> Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two extended response questions based on the case study (10 marks)	35%	25%
Paper 2	Based on unseen stimulus material with a quantitative focus  <b>Section A:</b> Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the unseen stimulus material (20 marks) <b>Section B:</b> Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)	35%	30%
Paper 3	Based on unseen stimulus material about a social enterprise Syllabus content: Unit 1–5 including HL extension topics Assessment objectives: AO1, AO2, AO3, AO4 (25 marks) Students answer one compulsory question based on the unseen stimulus material (25 marks)		25%
IA	Business research project  Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens. Maximum 1,800 words. (25 marks)	30%	20%

(DP Business Management Subject Brief, 1)



## DP Economics SL / HL – Grades 11 and 12

DP Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine how these choices are made: at the level of producers and consumers in individual markets (microeconomics), at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts and apply them, using empirical data, by examining six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

DP Task	Assessment Description	SL %	HL %
Paper 1	An extended response paper (25 marks)  Syllabus content including HL extension material. Students answer one question from a choice of three. (25 marks)	30%	20%
Paper 2	A data response paper (40 marks)  Syllabus content excluding HL extension material. Includes some quantitative questions. Students answer one question from a choice of two. (40 marks)	40%	30%
Paper 3	A policy paper (60 marks)  Syllabus content including HL extension material. Includes both quantitative and qualitative questions. Students answer two compulsory questions. (30 marks per question)		30%
IA	Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Each of the three commentaries should use a different key concept as a lens through which to analyse the published extracts. Maximum 800 words for each commentary (45 marks)	30%	20%

(DP Economics Subject Brief, 1)



## DP Psychology SL / HL – Grades 11 and 12

Psychology is a diverse and evolving field that has moved beyond its traditional Western focus to embrace broader perspectives, including those of women, minority groups, and Indigenous communities. The DP Psychology course reflects this diversity by developing students' understanding of key concepts, models, and theories while fostering critical thinking and recognition of knowledge as ever-changing. Students learn to engage with research, analyze evidence, and apply psychological principles to real-world contexts. The course emphasizes psychological literacy, which extends beyond academic study to include ethical action, cultural competence, problem-solving, communication, and self-awareness. Ultimately, the goal is not to train future psychologists, but to help students develop the knowledge, skills, and awareness needed to understand themselves and others, preparing them to contribute responsibly to their communities and the wider world.

DP Task	Assessment Description	SL %	HL %
Paper 1	<p>Integration of the concepts, content and contexts (35 marks)</p> <p>Section A: two compulsory short-answer questions from two of the three content areas</p> <p>Section B: two compulsory short-answer questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts</p> <p>Section C: students answer one of two concept-based extended response questions, each from a different context</p>	35%	25%
Paper 2	<p>Applying concepts and content to research contexts (35 marks)</p> <p>Section A: four compulsory questions that focus on the class practicals</p> <p>Section B: evaluation of an unseen research study with regard to two or more concepts</p>	35%	25%
Paper 3	<p>Data analysis and interpretation of research data (30 marks)</p> <p>Four source-based questions with quantitative and qualitative findings will be provided. The focus of the questions will be from one of the HL extensions.</p>		30%
IA	Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals.	40%	20%

(DP Psychology Subject Brief, 1)

## DP Environmental Systems and Societies SL / HL – Grade 11 and 12\*

Environmental Systems and Societies (ESS) is an interdisciplinary course encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). ESS combines methodologies, techniques, and knowledge associated with the sciences, individuals, and societies. ESS is a complex and contemporary course that engages students in 21st-century environmental issues. Consequently, it requires its students to develop diverse skills, knowledge, and understanding of different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The course's interdisciplinary nature means students synthesise understanding from the topics studied. It also emphasises the ability to perform research and investigations and participate in philosophical, ethical, and pragmatic discussions of the issues involved locally and globally.

\*DP Environmental Systems and Societies can be taken as a group 3 or group 4 course

DP Task	Assessment Description	SL %	HL %
HL Paper 1	Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. (70 marks)		30%
HL Paper 2	Section A (40 marks) is made up of short-answer and data-based questions. Section B (40 marks) requires students to answer two structured essay questions from a choice of three. Each question is worth 20 marks. (80 marks)		50%
SL Paper 1	Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. (35 marks)	25%	
SL Paper 2	Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one structured essay question from a choice of two. Each question is worth 20 marks. (60 marks)	50%	
IA	The internal assessment consists of one task: the individual investigation. (30 marks)	25%	20%

(DP ESS Subject Brief, 1)

## Group 4 – The Sciences

### Science in the IB

Through studying a science subject, students should become aware of how scientists work and communicate with each other. While the scientific method may take various forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science”, this knowledge and skills will be put into the context of how science and scientists work in the 21st century and the ethical debates and limitations of creative scientific endeavour. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based, or they may make use of simulations and databases. Students develop the skills to work independently on their design and collaborate with schools in different regions to mirror how scientific research is conducted in the broader community.

### Sciences in the MYP - Aims and Goals

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design and the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical reasoning skills, and further develop their sense of responsibility as members of local and global communities.

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

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to collaborate and communicate effectively
- 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.

*(MYP Science Subject Brief, 1)*

### Science Assessment in the MYP

Each science objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students’ work.

#### Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models, and theories), apply it to solve problems, and express scientifically supported judgments.

#### Criterion B: Inquiring and designing

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

#### Criterion C: Processing and evaluating

Students collect, process, and interpret qualitative and quantitative data and explain appropriately reached conclusions.

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

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

*(MYP Science Subject Brief, 2)*

### Sciences in the DP - Aims and Goals

The skills and techniques students experience through the science DP courses are encompassed within the application and development of the inquiry process. These tools are experimental techniques, technology integration and the scientific inquiry process. Student skills development involves exploring and designing experiments, collecting and processing data, and concluding and evaluating findings. Teachers provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone skills, these skills are integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

**Having followed an IB Science course, students are expected to demonstrate the following:**

#### Learning objective 1

Demonstrate knowledge of terminology, facts, concepts, skills, techniques and methodologies.

#### Learning objective 2

Understand and apply knowledge of terminology, concepts, skills, techniques and methodologies.

#### Learning objective 3

Analyse, evaluate and synthesise experimental procedures and primary and secondary data for trends, patterns and predictions.

#### Learning objective 4

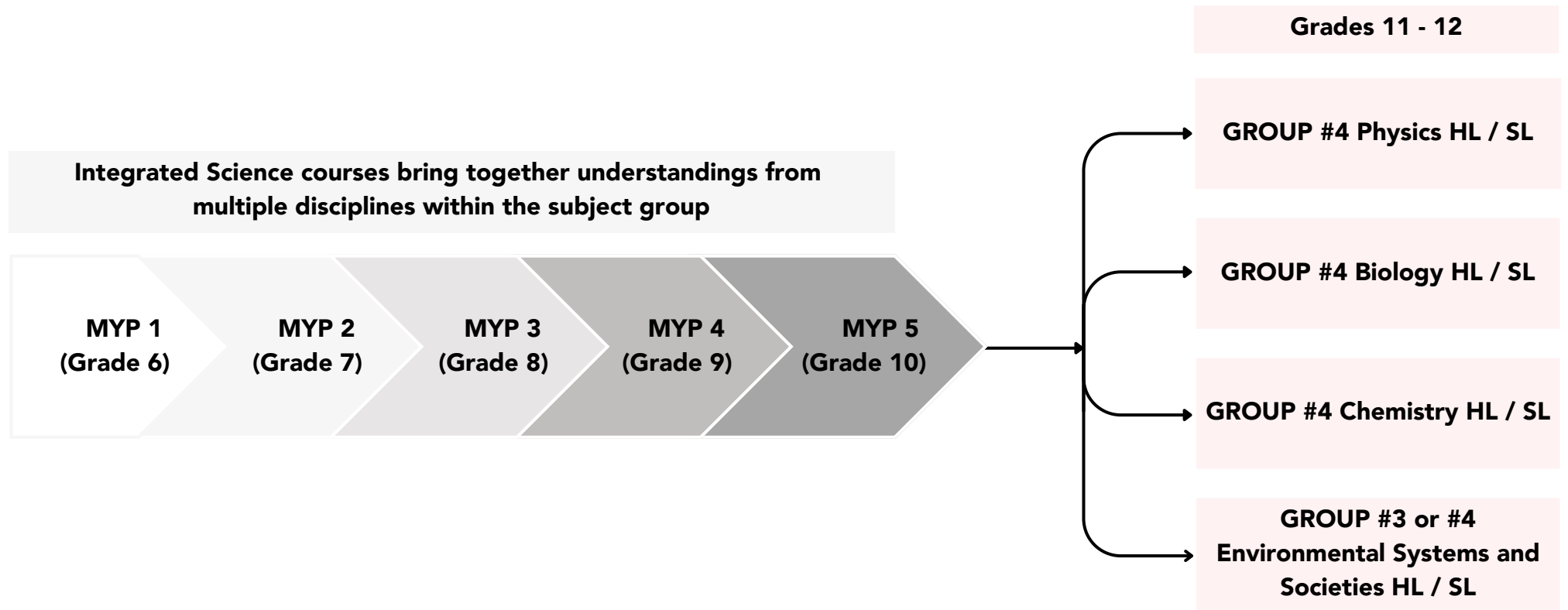
Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

### Science Assessment in the DP

Every DP Science course is assessed differently. The DP uses both external and internal assessment. Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. Internal assessment components are graded by the subject teacher and moderated externally by the IB by sample evaluation. With each course description, there will be a detailed chart outlining the assessment composition of each class.



## GROUP 4 The SCIENCES





## Science Course Descriptions

### MYP 1 Science – Grade 6

In the SIS MYP 1 Science course, students will engage with the human body as a system and the relationship between continental drift, energy, earthquakes, and waves. In our unit on systems, students will change the lens on how they view the world and engage in systems thinking by considering everything a system. After that, they will view the human body and its varying components as systems within systems. Students will also learn to apply the scientific method to examine how structure meets function concerning specialised cells and tissues. In the earthquake and wave units, they will explore the relationship between types of tectonic plates and earthquakes and how humans have applied science to lessen earthquakes' impact on society. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out scientific investigations, collect, process, and analyse data, and reflect on the impacts of science.

### MYP 2 Science – Grade 7

In the SIS MYP 2 Science course, students will engage with Atoms and the Properties of Matter, Forces and Motion, Earth, Sun and Moon Systems, and Ecosystem Dynamics. In our unit on Atoms and Properties of Matter, students engage with how atoms are the basic structure of matter and investigate separation techniques to understand the impact of water pollution on the environment. Students will explore the principles of force and motion, understanding how they are calculated and their impact on everyday life. During the Earth, Sun and Moon systems unit, students will examine the properties of light, lunar phases, seasonal variations, and eclipses, evaluating how the angle of incidence affects the climate. In the ecosystem dynamics unit, students will study the energy flow and the interactions and limitations within ecosystems. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out scientific investigations, collect, process, and analyse data, and reflect on the impacts of science.

### MYP 3 Science – Grade 8

In the SIS MYP 3 Science course, students will engage with natural selection, synthetic materials, and thermal energy. In the natural selection unit, students will study how organisms evolve through natural selection, adaptations, and speciation and consider the impact of artificial selection on biodiversity. In the synthetic material unit, students will investigate chemical reactions that create synthetic materials and analyse how they affect our environment, using hands-on experiments to understand their properties. Lastly, our learners explore the concept of thermal energy by examining how temperature and heat transfer can be controlled and utilised efficiently. Throughout the course, students will be assessed by their ability to apply scientific knowledge and understanding, conduct scientific investigations, collect, process, and analyse data, and reflect on the impacts of science.

### MYP 4 Science – Grade 9

In the SIS MYP 4 Science course, students will engage with the core science disciplines, including biology, chemistry, and physics. In the unit on changes within systems, students will explore how different body systems and ecosystems respond to various changes. They will examine the interactions between parts of a system and dynamic processes. The chemistry unit will introduce learners to the patterns of the periodic table, delving into atomic structure, reactivity, and types of chemical bonding. The physics unit will focus on the fundamentals of electricity, covering topics such as relationships between voltage, current, and resistance. Students will have ample hands-on opportunities to build and analyse series and parallel circuits and their applications while also evaluating abstract models of the circuits. The culminating science fair unit empowers students to conduct an independent scientific investigation following the scientific method on a topic of interest to them. Learners will present their results and findings to the SIS community. Throughout the course, students will be assessed by their ability to apply scientific knowledge and understanding, conduct scientific investigations, collect, process, and analyse data, and reflect on the impacts of science.

## MYP 5 Science – Grade 10

In SIS MYP 5 Integrated Sciences, students will explore units based on chemistry, physics, and biology. Each unit is designed to introduce the appropriate academic rigour, ensuring students are well-prepared for any DP Science courses offered at SIS. The course emphasises the development of the scientific inquiry process and focuses on key science-specific skills, vocabulary, and ATL (Approaches to Learning) skills. In the chemistry unit, students will study chemical reactions and delve into the mathematics of moles, molecules, balancing equations, rates of reactions, and stoichiometry. The physics unit focuses on classical mechanics, specifically the concepts of motion and forces, including velocity, acceleration, equations used to predict motion, Newton's Laws, and free body diagrams. The biology unit will centre on genetic inheritance, focusing on DNA, chromosomes, genes, transcription, translation, and mutations. Throughout the course, the MYP science criteria emphasise applying knowledge in various situations, adhering to and documenting the scientific inquiry process, and reflecting on the impact of science on the world.

**In Grades 11-12, students can choose specific science subjects that align with their university pathway.**

### DP Biology SL / HL – Grades 11 and 12

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they can better develop understanding and awareness of the living world around them. This is carried further by studying interactions at different levels of biological organisation, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry.

With an emphasis on experimental work, teachers allow students to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to engage with topical scientific issues constructively. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

DP Task	Assessment Description	SL %	HL %
HL Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 75 marks)		36%
HL Paper 2	Section A—Data-based and short answer questions Section B—Extended-response questions (Total 80 marks)		44%
SL Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes) (Total 55 marks)	36%	
SL Paper 2	Section A—Data-based and short answer questions Section B—Extended-response questions (Total 50 marks)	44%	
IA	Scientific investigation: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	20%	20%

(DP Biology Subject Brief, 1)

## DP Chemistry SL / HL – Grades 11 and 12

The DP chemistry course primarily concerns identifying patterns that help explain matter at the microscopic level. This allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject, therefore, emphasises the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to engage with topical scientific issues constructively. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

DP Task	Assessment Description	SL %	HL %
HL Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 75 marks)		36%
HL Paper 2	Short-answer and extended-response questions (Total 50 marks)		44%
SL Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 90 marks)	36%	
SL Paper 2	Short-answer and extended-response questions (Total 50 marks)	44%	
IA	Scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	20%	20%

(DP Chemistry Subject Brief, 1)

## DP Environmental Systems and Societies SL / HL – Grade 11 and 12\*

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is a complex and contemporary course that engages students in 21st-century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge, and understanding of different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The course's interdisciplinary nature means students synthesise understanding from the topics studied. It also emphasises the ability to perform research and investigations and participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local to the global level.

\*DP Environmental Systems and Societies can be taken as a group 3 or group 4 course

DP Task	Assessment Description	SL %	HL %
HL Paper 1	Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. (70 marks)		30%
HL Paper 2	Section A (40 marks) is made up of short-answer and data-based questions. Section B (40 marks) requires students to answer two structured essay questions from a choice of three. Each question is worth 20 marks. (80 marks)		50%
SL Paper 1	Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory. (35 marks)	25%	
SL Paper 2	Section A (40 marks) is made up of short-answer and data-based questions. Section B (20 marks) requires students to answer one structured essay question from a choice of two. Each question is worth 20 marks. (60 marks)	50%	
IA	The internal assessment consists of one task: the individual investigation. (30 marks)	25%	20%

(DP ESS Subject Brief, 1)

## DP Physics SL / HL – Grades 11 and 12

The DP physics course is concerned with an attempt to understand the natural world, from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

DP Task	Assessment Description	SL %	HL %
Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions	36%	36%
Paper 2	Short-answer and extended-response questions on standard level and additional higher-level material.	44%	44%
IA	Scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB.	20%	20%

(DP Physics Subject Brief, 1)

## Group 5 - Mathematics

### Mathematics in the IB

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to developing logical, abstract and critical thinking. IB mathematics courses promote inquiry and application, helping students develop problem-solving techniques that transcend the discipline and are useful in the world outside school. (Mathematics MYP Subject Brief, 1) The IB recognises the need for analytical expertise in a world where innovation increasingly depends on a deep understanding of mathematics. The focus is on developing important mathematical concepts comprehensibly, coherently and rigorously, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems and those set in various meaningful contexts. (DP Mathematics AA Subject Brief, 1)

### Mathematics in the MYP - Aims and Goals

Mathematics in the MYP is tailored to students' needs, seeking to intrigue and motivate them to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

**MYP mathematics courses aim 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 generalisation and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their work and the work of others.

*(Mathematics MYP Subject Brief, 1)*

## Mathematics Assessment in the MYP

Each mathematics objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

### Criterion A: Knowing and understanding

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

### Criterion B: Investigating patterns

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

### Criterion C: Communicating

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

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

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

*(MYP Mathematics Subject Brief, 1)*

## Mathematics in the DP - Aims and Goals

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended, and real-world problems. Individual students have different needs, aspirations, interests, and abilities. For this reason, there are two different DP subjects in mathematics: mathematics analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

**The assessment objectives are common to all DP Mathematics courses.**

### Knowledge and understanding:

Recall, select and use their knowledge of mathematical facts, concepts and techniques in various familiar and unfamiliar contexts.

### Problem-solving:

Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.



### Communication and interpretation:

Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardised notation; use appropriate notation and terminology.

### Technology:

Use technology accurately, appropriately and efficiently to explore new ideas and solve problems.

### Reasoning:

Construct mathematical arguments through precise statements, logical deduction and inference, and manipulation of mathematical expressions.

### Inquiry approaches:

Investigate unfamiliar situations, both abstract and from the real world, involving organising and analysing information, making conjectures, drawing conclusions, and testing their validity

*(DP Mathematics AA Subject Brief, 1)*

## Mathematics Assessment in the DP

Every DP Mathematics course is assessed differently. The DP uses both external and internal assessment. Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. Internal assessment components are graded by the subject teacher and moderated externally by the IB by sample evaluation. With each course description, there will be a detailed chart outlining the assessment composition of each class.

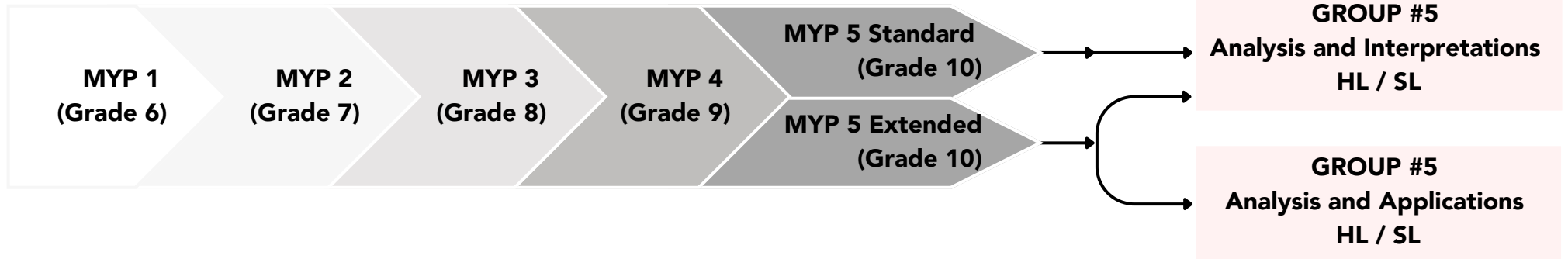


## GROUP 5 MATHEMATICS



Grades 11 - 12

Integrated Mathematics courses bring together understandings from multiple disciplines within the subject group



## Mathematics Course Descriptions

### MYP 1 Mathematics – Grade 6

The SIS MYP 1 Mathematics course offers students a comprehensive understanding of mathematics through inquiry-based learning. Students will explore numbers and number systems, fractions, percentages, algebra, geometry, and statistics. They will investigate patterns and real-world applications and develop critical thinking skills for problem-solving. The course emphasises math communication and justification. Topics covered include place value, operations, and properties of numbers, fractions, and their practical use. Students will learn about percentages and their applications, such as discounts and interest rates. Algebraic expressions, equations, and inequalities will be studied, along with simplification and solution interpretation. Geometry will cover lines, angles, and 2D figures, focusing on reasoning and problem-solving. Introduction to statistics will include data collection, organisation, analysis, and interpretation. Students will develop their application skills through investigations, activities, and practice. Written responses will enhance their math communication abilities. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and apply mathematics in real-life situations.

### MYP 2 Mathematics – Grade 7

In the SIS MYP 2 mathematics course, we will cover key topics such as integers, ratios and proportion, rates, probability, algebra, 2D and 3D geometry, and introduction to statistics. Topics covered include the number line and how to perform operations with integers. They also learn about absolute value. Students learn to solve problems involving ratios, proportions, and rates, such as finding missing values or scaling quantities.

In probability, they will explore concepts such as outcomes, sample spaces, events, and theoretical and experimental probability. Algebraic expressions, equations, and inequalities will be studied, along with simplifying and evaluating algebraic expressions. In geometry, they will explore concepts like perimeter, area, volume, and surface area. Introduction to statistics will include measures of central tendency, such as mean, median, and mode, and learning how to interpret and analyse data to draw conclusions. Students will engage in investigations, activities, and practice throughout the course to enhance their application skills. They will learn to communicate mathematical information effectively through written responses. By the course's end, students will be equipped with the skills to critically evaluate information and solve complex problems. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and apply mathematics in real-life situations.

### MYP 3 Mathematics – Grade 8

In the SIS MYP 3 Mathematics course, students will build Number, Algebra, and Geometry skills. This course will focus on building computation skills and problem-solving strategies, improving communication with a mathematical focus, and reflecting upon the findings. The course will stress the essential role of mathematics within the school and in society: mathematics as a universal language, promoting analytical reasoning and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. This course will help students view mathematics as a language of modelling and solving problems that arise in the real world. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and apply mathematics in real-life situations.

#### **MYP 4 Mathematics – Grade 9**

The SIS MYP 4 Mathematics course offers students to develop a deeper conceptual understanding of mathematical relationships and concepts they will need to succeed in school and life. Specifically, students taking this course will extend their knowledge in algebra, graphs, modelling, geometry, trigonometry, statistics and probability. Special focus will be placed on student's ability to solve real-world problems, recognise complex patterns and communicate their findings and reasoning in all these topics. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and apply mathematics in real-life situations.

#### **MYP 5 Mathematics Standard – Grade 10\***

The SIS MYP 5 Standard Mathematics course will use mathematical techniques to solve real-world problems and investigate complex patterns using appropriate mathematical communication and justification. Students taking this course will extend their knowledge of polynomial, radical, exponential and trigonometric functions and investigate statistics concepts. The course covers various topics, including statistics for data analysis, basic and polynomial functions, rational functions, exponents, logarithms, and trigonometry. Students will explore these areas through practical applications and problem-solving activities. This course aims to enhance critical thinking and problem-solving skills, equipping students with the mathematical tools for future academic and real-world challenges. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and apply mathematics in real-life situations.

**\*This course is designed to prepare students for DP Analysis and Interpretations SL / HL**

#### **MYP 5 Mathematics Extended – Grade 10\***

The SIS MYP 5 Extended Mathematics will use advanced mathematical techniques to solve real-world problems and investigate complex patterns using appropriate mathematical communication and justification. The extended aspect of this course will introduce vectors, expanding their understanding of direction and magnitude in multiple dimensions. Students taking this course will extend their knowledge of polynomials, complex numbers, radicals, exponential and trigonometric functions, and vectors and investigate advanced concepts in probability and statistics. Students will explore these areas through practical applications and problem-solving activities. This course aims to enhance critical thinking and problem-solving skills, equipping students with the mathematical tools for future academic and real-world challenges. Students will be assessed by their ability to demonstrate knowledge and understanding, carry out investigations, communicate, and apply mathematics in real-life situations.

**\*This course is designed to prepare students for DP Analysis and Applications SL / HL and DP Analysis and Interpretations SL / HL**

**In Grades 11-12, students can choose specific mathematics subjects that align with their university pathway.**

#### **DP Analysis & Applications SL / HL – Grade 11 and 12**

The IB DP Mathematics Analysis and Approaches course recognises the need for analytical expertise in a world where innovation increasingly depends on a deep understanding of mathematics. The focus is on comprehensibly, coherently and rigorously developing important mathematical concepts, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems and those set in various meaningful contexts.



The analysis and approaches course emphasises the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and explore different mathematical ideas.

DP Task	Assessment Description	SL %	HL %
HL Paper 1	No technology allowed. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.		30%
HL Paper 2	Technology required. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.		30%
HL Paper 3	Technology required. (55 marks) Two compulsory extended response problem-solving questions.		20%
SL Paper 1	No technology allowed. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	40%	
SL Paper 2	Technology required. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus	40%	
IA	Mathematical exploration: This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%	20%

(DP Mathematics AA Subject Brief, 1)

## DP Applications & Interpretations SL / HL – Grade 11 and 12

The IB DP Mathematics Applications and Interpretation course recognises the increasing role mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics traditionally part of a pre-university mathematics course, such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations. Students should expect to develop strong technology skills and be intellectually equipped to appreciate the links between theoretical and practical mathematical concepts. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and explore different mathematical ideas.

DP Task	Assessment Description	SL %	HL %
HL Paper 1	Technology required. (110 marks) Compulsory short-response questions based on the syllabus.		30%
HL Paper 2	Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.		30%
HL Paper 3	Technology required. (55 marks) Two compulsory extended response problem-solving questions.		20%
SL Paper 1	Technology required. (80 marks) Compulsory short-response questions based on the syllabus.	40%	
SL Paper 2	Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.	40%	
IA	Mathematical exploration: This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%	20%

(DP Mathematics AI Subject Brief, 1)



## Group 6 – The Arts

### The Arts in the IB

The arts in the IB seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic worldview. The arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context. Through the development of the imagination, students can become more empathetic and compassionate; they can enrich their cultural lives and discover new ways to contribute actively to their communities and the world. (MYP Arts Subject Brief, 1) The arts are a defining feature of cultural identity. They provide insight into the past, what is valued in the present and hopes and aspirations for the future. They are dynamic and fluid, responding to the present while preserving past traditions. It also provides us with the means to examine our world and what it is to be human; as universal forms of human expression, the arts enable us to share our experiences, discoveries, understandings and preoccupations. As such, the arts provide opportunities for intercultural exchange and dialogue while also shaping our individual and collective identities. (MYP Art Guide, 4)

### The Arts in the MYP - Aims and Goals

The Arts in the MYP value the processes of creating, performing, and presenting artwork. They give students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences, and ideas about the world, and in doing so, they acquire and develop techniques and creative skills. They also learn the value of reflection and evaluation to develop their ideas, skills, and work.

#### MYP Arts aims to encourage and enable students to:

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

(MYP Arts Subject Brief, 1)

### Arts Assessment in the MYP

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

#### Criterion A: Investigating

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

#### Criterion B: Developing

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

#### Criterion C: Creating or performing

The student's command of skills and techniques is demonstrated through the creation or performance of a finalised artwork that is summatively assessed.

### Criterion D: Evaluating

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

*(MYP Arts Subject Brief, 2)*

### The Arts in the DP - Aims and Goals

Each subject in the DP Arts programme is designed to foster critical, reflective, and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of the arts across time, place, and cultures, and express themselves with confidence and competence. The arts subjects allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

**It is expected that by the end of all DP arts courses, students at SL or HL will be able to demonstrate the following.**

1. Knowledge and understanding of specified contexts and processes
2. Application and analysis of knowledge and understanding
3. Synthesis and evaluation
4. Select, use and apply a variety of appropriate skills and techniques

*(DP Arts Subject Brief, 1)*

### Arts Assessment in the DP

Every DP Arts course is assessed differently. The DP uses both external and internal assessment. Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. Internal assessment components are graded by the subject teacher and moderated externally by the IB by sample evaluation. With each course description, there will be a detailed chart outlining the assessment composition of each class.



**GROUP 6  
The ARTS**



**Grades 11 - 12**

**SIS MYP Arts courses are exploratory in nature and rotate between Music, Theatre and Visual Arts classes based on student preference**

**MYP 1  
(Grade 6)**

**MYP 2  
(Grade 7)**

**MYP 3  
(Grade 8)**

**MYP 4  
(Grade 9)**

**MYP 5  
(Grade 10)**

**GROUP #6 Visual Arts  
HL / SL**

## The Arts - Music Course Descriptions

### MYP 1 Music – Grade 6

In the SIS MYP 1 Music course, focusing on the concept of identity, students will learn the importance of working together in group performances, understanding their roles and responsibilities and the role the individual plays in that group. Through hands-on activities and guided lessons, students will collaboratively develop planning, creating, and performing music skills. Students will be introduced to how different musical genres use melody and rhythm. Students will actively participate in music-making and engage in critical listening exercises to deepen their appreciation and understanding of the performance process. Throughout the course, students will draw on the various elements of music, including harmony, form, rhythm, and melody, to create and perform their pieces while also learning how to analyse and evaluate music performances with a focus on accuracy and expression. Students will be able to demonstrate their understanding of these ideas and concepts by carrying out investigations, creating and performing music, and evaluating art critically.

### MYP 2 Music – Grade 7

In the SIS MYP 2 Music course, we explore the fundamental components of music, focusing on harmony, form, rhythm, and melody through aesthetics. Through various methods and systems, students will develop skills in planning, designing, and performing collaborative musical tasks. Students will also examine how musical genres utilise melody and rhythm to create distinctive sounds. Students will gain insights into the essential elements of music, learning to draw from these elements to create, perform, and analyse music. This approach will give students a deep understanding of music's structure and performance, preparing them for individual and group musical endeavours. Students will be able to demonstrate their understanding of these ideas and concepts by carrying out investigations, creating and performing music, and evaluating art critically.

### MYP 3 Music – Grade 8

In the SIS MYP 3 Music course, through the lens of communication, we will focus on genre and analyse the elements of those genres that make them unique and special. Students will be able to look at performance elements focusing on accuracy and expression. Students will then demonstrate their abilities to communicate a characteristic sound using different musical methods and systems to plan, develop and perform a musical piece. Then lastly, students will participate in critical listening to understand and appreciate performances and the performance process. Students will be able to demonstrate their understanding of these ideas and concepts by carrying out investigations, creating and performing music, and evaluating art critically.

### MYP 4 Music – Grade 9

In the SIS MYP 4 Music course, students will focus on exploring different elements of music. In our units, we will explore the musical elements of harmony, form, dynamics, text, rhythm, melody, and tone. Students will understand how musical systems are used and how they help people develop musical methods of conveying feeling and meaning in musical pieces. Students can demonstrate their knowledge by performing, analysing, creating, and developing musical pieces. Students will be assessed by their ability to conduct investigations, build vision, create and perform music, and critically evaluate art.

### MYP 5 Music – Grade 10

Our goal in SIS MYP 5 Music is creation. Whether the students create using their own instrument, challenge themselves with music technology, or create for a solo or a group, they focus on exploring all aspects of music and challenging themselves in creating their original work.

Students will be able to explore different eras and genres to use them as a reference for their compositions and research points while investigating the art form. Students will be assessed by demonstrating their ability to conduct investigations, develop artistic vision, create and perform art, and evaluate music critically.

## The Arts - Theatre Course Descriptions

### MYP 1 Theatre – Grade 6

In the MYP 1 Theatre Arts course, students will explore their personal and cultural identities through performance-based learning experiences. Students will engage in drama games and exercises to develop self-awareness, confidence, and collaborative skills. They will create original characters and worlds through improvisation and then bring those creations to life on stage. Students will also analyse live theatre productions and experiment with technical theatre elements. Finally, students will use their voices to create audio advertisements, developing vocal expression and sound design skills. Throughout the course, the learning will be grounded in the MYP Arts aims and objectives, focusing on investigating, developing, performing, and evaluating.

### MYP 2 Theatre – Grade 7

In the MYP 2 Theatre Arts course, students will continue their exploration of personal and cultural identity through various performance-based learning experiences. Students will delve deeper into the use of improvisation, voice, and movement to develop self-awareness and expressive skills. They will also analyse live theatre productions and experiment with technical theatre elements. The culminating project of the course will be the creation of a short comedic film inspired by the silent film style of Charlie Chaplin. Throughout the learning, students will develop collaboration, risk-taking, and reflection skills grounded in the MYP Arts aims and objectives. Students will be assessed by their ability to demonstrate understanding in investigating, developing artistic vision, creating and performing, and evaluating critically.

### MYP 3 Theatre – Grade 8

In the MYP 3 Theatre Arts course, students will delve into the rich history and theatrical traditions of Commedia Dell'Arte. They will study this influential theatrical style's stock characters, improvisation techniques, and physical comedy. Students will continue exploring live theatre productions throughout the semester, investigating production elements and honing their critical analysis skills. The course will culminate in short performances, where students will showcase their developing acting, directing, and technical theatre abilities. The learning will be grounded in the MYP Arts aims and objectives, focusing on creating, performing, and responding. Students will be assessed by their ability to demonstrate understanding in investigating, developing artistic vision, producing and performing, and evaluating critically.

### MYP 4 Theatre – Grade 9

In the SIS MYP 4 Theatre Arts course, students will actively relate to theatre and encourage autonomous learning and exploration. We will investigate the genre of Melodrama, study directing and design techniques with filmmaking, learn about mask design through the lens of Japanese traditions and create a fairy tale performance for a primary school audience. Additionally, we will open the year with a short collaboration and unit focused on ensemble building and theatre vocabulary. Assessment in this Theatre Arts course will be based on various methods, including performances, presentations, and written reflections. Students can showcase their learning through individual and group performances, design portfolios, scriptwriting submissions, and reflective essays. Students will be assessed by their ability to demonstrate understanding in investigating, developing artistic vision, creating and performing, and evaluating critically.



### **MYP 5 Theatre – Grade 10**

In the SIS MYP 5 Theatre course, students will embark on five units of study. Each unit corresponds to the MYP Arts rubric concepts of investigation, development, performance, and evaluation. We will investigate the genre of absurdism, make an in-depth, realistic acting journey, study directing and text interpreting techniques with filmmaking and create a final performance for an audience using physical theatre techniques. Additionally, we will open the year with a short collaboration and unit focused on ensemble building and theatre vocabulary. Assessment in this course will be based on various methods, including performances, presentations, and written reflections. Students will be assessed by demonstrating their ability to investigate, develop artistic vision, create, perform, and evaluate critically.

## **The Arts – Visual Arts Course Descriptions**

### **MYP 1 Visual Arts – Grade 6**

The SIS MYP 1 Visual Arts is designed to introduce students to visual arts techniques, practices, artists, and theory. Students will participate in and explore various Visual Arts mediums during this course. In doing so, they should develop an appreciation for the Visual Arts as a process and art form and the role of art and artists in historical and contemporary society. Students should also develop competency in technical, conceptual, and critical skills that give voice to their creative imagination and showcase their learning. The course is designed for students new to visual art and those with previous visual arts experience. Students will be assessed by their ability to conduct investigations, develop artistic vision, create and perform art, and critically evaluate art.

### **MYP 2 Visual Arts – Grade 7**

In the SIS MYP 2 Visual Arts course, students will build off what they learned in MYP Visual Arts 1, but with an emphasis on sequential art forms. During this course, students will participate in and explore various Visual Arts mediums; develop an appreciation for the Visual Arts as a process and art form and the role of art and artists in historical and contemporary society; develop competency in technical, conceptual, and critical skills that give voice to their creative imagination and showcase their learning. The course is designed for students who are new to visual art and who have previous visual arts experience. Students will be assessed by demonstrating their ability to conduct investigations, develop artistic vision, create and perform art, and critically evaluate art.

### **MYP 3 Visual Arts – Grade 8**

In the SIS MYP 3 Visual Arts course, students are invited to explore the intersection of art, culture, and communication through the unique medium of skateboard design. Students will have the opportunity to take their knowledge and delve into the essential elements of art—line, shape, form, colour, value, space, and texture—learning how to apply these elements to create visually compelling and meaningful artwork. As they progress, students will work towards creating a final skateboard design that showcases their mastery of the elements of art and communicates a message that is meaningful to them and the broader audience they are communicating to. Students will be assessed on their ability to conduct investigations, develop artistic vision, create and perform art, and critically evaluate art.

*\*The MYP 3 Art unit is an interdisciplinary unit that is also part of the MYP 3 Design unit. The artwork students create during this unit will be used for the skateboard they design in their other semester.*

#### **MYP 4 Visual Arts – Grade 9**

In the SIS MYP 4 Visual Arts course, students will build on their knowledge from previous courses, emphasising developing knowledge and experience of ceramics and sculpture. During this course, students will participate in and explore various mediums, develop an appreciation for the Visual Arts as a process and art form and the role of art, and develop competency in technical, conceptual, and critical skills that give voice to their creative imagination and showcase their learning. The course is designed primarily for students with previous experience in the visual arts but can accommodate those new to the discipline. Students will be assessed by demonstrating their ability to conduct investigations, develop artistic vision, create and perform art, and critically evaluate art.

#### **MYP 5 Visual Arts – Grade 10**

In the SIS MYP 5 Visual Arts course, students will focus on developing knowledge and experience of ceramics and the role of art in modern society. During this course, students will develop an appreciation for the process of creating art and the role of artists in historical and contemporary society. They will also develop competency in technical, conceptual, and critical skills that give voice to their creative imagination and showcase their learning. The course is designed primarily for students with previous experience in ceramics and the visual arts but can accommodate those new to the discipline. Students will be assessed by demonstrating their ability to conduct investigations, develop artistic vision, create and perform art, and critically evaluate art.

**Other Group 6 subjects may be offered based on student interest and timetable considerations.**

#### **The Arts - DP Course Descriptions**



## DP Visual Arts SL / HL

The DP Visual Arts course is designed to focus on the human experience, connecting social, political, spiritual, and cultural perspectives while helping us make sense of the world and our place within it. In this course, students learn to create, communicate, and connect as artists through inquiry-based practices, experimentation, and collaboration in a studio-like environment. They engage with both past and contemporary artworks, explore diverse perspectives, and develop personal lines of inquiry that address open-ended challenges. By curating, sharing, and exhibiting their work, students learn to communicate with different audiences while cultivating curiosity, empathy, and resilience. The course emphasizes creativity, communication, critical thinking, and collaboration—skills that prepare students to thrive in a rapidly changing world. Ultimately, students discover that making art empowers them to engage with others, transform perspectives, and carry creative approaches into their future endeavors.

DP Task	Assessment Description	SL %	HL %
Resolved artworks (Internal Assessment)	<p>This is an SL-only task focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks.</p>	20%	
Connections study (External Assessment)	<p>This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA.</p> <p>The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists.</p>	40%	
Art-making inquiries portfolio (External Assessment)	<p>This is an SL and HL task focused on the student's art-making as inquiry. The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.</p> <p>The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with.</p>	40%	30%

DP Task	Assessment Description	SL %	HL %
Artist project	<p>This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice.</p> <p>The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context.</p>		30%
Selected resolved artworks (Internal Assessment)	<p>This is an HL-only task focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice.</p>		40%

(DP Arts Visual Arts Subject Brief, 1)

## Group 7 - Physical & Health Education

### PHE in the MYP - Aim and Goals

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills, and attitudes that contribute to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore various concepts that help foster an awareness of physical development, health perspectives, and positive social interaction. Physical activity and health are central to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world. Through physical and health education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships to help students develop a sense of social responsibility and intercultural understanding.

#### MYP physical and health education aims 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.

(MYP Physical and Health Education Subject Brief, 1)

## PHE Assessment in the MYP

Each physical and health education objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

### Criterion A: Knowing and understanding

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

### Criterion B: Planning for performance

Students, through inquiry, design, analyse, evaluate, and implement a plan to improve their physical and health education performance.

### Criterion C: Applying and performing

Through participation in a variety of physical activities, students develop and apply practical skills, techniques, strategies, and movement concepts.

### Criterion D: Reflecting and improving performance

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

*(MYP Physical and Health Education Subject Brief, 2)*

## SIS PHE Course Progression

### GROUP 7 PHYSICAL and HEALTH EDUCATION



**Integrated Physical and Health Education courses combine knowledge, skills and attitudes that contribute to student balance and health**

**MYP 1  
(Grade 6)**

**MYP 2  
(Grade 7)**

**MYP 3  
(Grade 8)**

**MYP 4  
(Grade 9)**

**MYP 5  
(Grade 10)**



## Physical and Health Education Course Descriptions

### MYP 1 Physical and Health Education – Grade 6

In the SIS MYP 1 PHE course, students will engage in Skill Development, Collaboration, Aesthetics, and Health. In each unit, students will explore the following inquiry questions:

- 1.Skill Development – what movements do we do and why?
- 2.Collaboration – how can we better understand people and boundaries?
- 3.Aesthetics – what is the impact of the environment on movement?
- 4.Health – who am I?

Students will be assessed on knowing and understanding, planning for performance, applying and performing, and reflecting and improving performance through formative and summative assessment tasks in a real-world context.

### MYP 2 Physical and Health Education – Grade 7

In the SIS MYP 2 PHE course, students will engage in Skill Development, Collaboration, Aesthetics, and Health. In each unit, students will explore the following inquiry questions:

- 1.Skill Development – how does where we learn impact our skills?
- 2.Collaboration – how do roles impact cooperation?
- 3.Aesthetics – how can we grow through creativity?
- 4.Health – who am I in my community?

Students will be assessed on knowing and understanding, planning for performance, applying and performing, and reflecting and improving performance through formative and summative assessment tasks in a real-world context.

### MYP 3 Physical and Health Education – Grade 8

In the SIS MYP 3 PHE course, students will engage in Skill Development, Collaboration, Aesthetics, and Health. In each unit, students will explore the following inquiry questions:

- 1.Skill Development – w can we ensure opportunity & fairness in activities?
- 2.Collaboration – how can we develop socially?
- 3.Aesthetics – how does the investment of time & energy lead to refinement?
- 4.Health – who am I with others?

Students will be assessed on knowing and understanding, planning for performance, applying and performing, and reflecting and improving performance through formative and summative assessment tasks in a real-world context.

### MYP 4 Physical and Health Education – Grade 9

In the SIS MYP 4 PHE course, students will engage in Skill Development, Collaboration, Aesthetics, and Health. In each unit, students will explore the following inquiry questions:

- 1.Skill Development – how where we learn an activity impacts our skills?
- 2.Collaboration – how can we manage conflict?
- 3.Aesthetics – what can our movements communicate?
- 4.Health – how do others impact me?

Students will be assessed on knowing and understanding, planning for performance, applying and performing, and reflecting and improving performance through formative and summative assessment tasks in a real-world context.

## MYP 5 Physical and Health Education – Grade 10

In the SIS MYP 5 PHE course, students will engage in Skill Development, Collaboration, Aesthetics, and Health. In each unit, students will explore the following inquiry questions:

- 1.Skill Development – what is the impact of technology on sport?
- 2.Collaboration – what are systems and institutions in sport?
- 3.Aesthetics – what can our movements communicate?
- 4.Health – how do others impact me?

Students will be assessed on knowing and understanding, planning for performance, applying and performing, and reflecting.

## Group 8 - Design

### Design in the MYP - Aims and Goals

Design at SIS is rooted in real-world project-based learning to promote creative mindsets and innovative skill sets. It is a multi-disciplinary subject that pulls on skills from various areas. MYP design challenges students to apply practical and creative-thinking skills to solve design problems, encourages students to explore the role of design in historical and contemporary contexts, and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides the methodology to structure the inquiry and analysis of problems, develop feasible solutions, create solutions, and test and evaluate the solutions. In MYP design, a solution can be a model, prototype, product, or system independently created and developed by students. MYP design enables students to develop practical skills and strategies for creative and critical thinking.

### MYP design aims to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and solve problems
- develop an appreciation of the impact of design innovations on 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, take responsibility for their actions, and develop effective working practices.

(MYP Design Subject Brief, 1)



## Design Assessment in the MYP

Each design objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to judge students' work.

### Criterion A: Inquiring and analysing

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

### Criterion B: Developing ideas

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

### Criterion C: Creating the solution

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

### Criterion D: Evaluating

Students design tests to evaluate the solution, carry out those tests, and objectively assess its success. They identify areas where the solution could be improved and explain how their solution will impact the client or target audience.

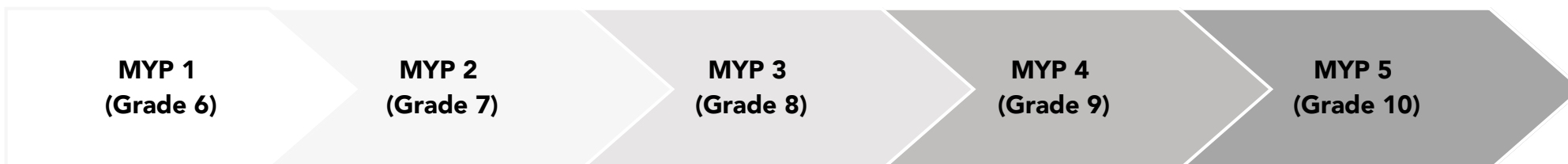
(MYP Design Subject Brief, 2)

## SIS Design Course Progression

### GROUP 8 DESIGN



**Integrated Design courses include both product design and digital design**



## Design Course Descriptions

### MYP 1 Design – Grade 6

The SIS MYP 1 Design course immerses students in real-world project-based learning, fostering a creative and innovative mindset essential for tackling complex challenges. The key concept of systems is explored through designing and prototyping automated systems, focusing on autonomous vehicles. This exploration is not just about understanding robotic systems but also considering these systems' form and function within a broader context. Related concepts of form and function come to life as students investigate how the design and utility of autonomous vehicles can serve societal needs. This includes creating a visual mock-up of the autonomous vehicle and coding a programme for use on our miniature prototype hardware that demonstrates the vehicle's capability to navigate and transport items, illustrating the practical and innovative applications of autonomous systems in the local community. Students will be assessed on their ability to demonstrate inquiry and analysis, develop ideas, create solutions, and evaluate.

### MYP 2 Design – Grade 7

The key concept in the SIS MYP 2 Design course is development with a specific focus on creating arcade-style video games through block coding. The related concepts of form and function are explored through the lens of video game design, considering how these elements can convey meaningful messages and address societal issues. This is tightly integrated with the global context of scientific and technical Innovation, broadening students' exposure to computational thinking, problem-solving, and coding fundamentals. Students embark on a journey to design an arcade-style video game to support the United Nations' Sustainable Development Goals. This project encompasses generating the game concept, crafting the pixel art, and programming the game mechanics, culminating in a display at the SIS Arcade event, showcasing their creations to the broader community. Students will be assessed on their ability to demonstrate inquiry and analysis, develop ideas, create solutions, and evaluate.

### MYP 3 Design – Grade 8

In the SIS MYP 3 Design course, the key concept for this semester-long unit is communication, specifically focusing on constructing a final product out of laminated wood. In a world where skateboarding culture and innovation thrive, there's a need for skateboard decks that not only push the boundaries of design and functionality but also resonate with diverse audiences. Skateboarders seek a means of transportation, a statement of individuality, and a connection to their subculture. Students are tasked with innovating skateboard deck designs that meet functional requirements and communicate unique messages, cultural elements, or artistic expressions related to the concepts of innovation and markets, trends and innovation. Students will be assessed on their ability to demonstrate inquiry and analysis, develop ideas, create solutions, and evaluate.

### MYP 4 Design – Grade 9

In the SIS MYP 4 Design course, there are two main units. In their first unit, students focus on furniture design, where the key concept of community is explored through ergonomics and function, emphasising the importance of design in creating comfortable and functional furniture. This exploration is framed within the global context of personal and cultural expression, where students consider how furniture design can enhance community well-being and individual comfort. In their second design unit, students shift their focus to the design and creation of mechanical arcade games, examining the key concept of systems through the related concepts of Interactions and expression with a specific focus on one of the UN's Sustainable Development Goals. Students will be assessed on their ability to demonstrate inquiry and analysis, develop ideas, create solutions, and evaluate.

## **MYP 5 Design – Grade 10**

In the SIS MYP 5 Design course, students focus on one major unit: App Design. This unit guides them through the full design cycle as they create a user-centered mobile application. Anchored in the key concept of Systems, with a focus on Function and Innovation in the global context of Identities and Relationships, students investigate real-world problems, analyze existing apps, and research user needs. From there, they develop specifications, sketch and plan ideas, manage the build process, and construct a prototype, documenting each stage in a design portfolio. Assessment addresses all four MYP Design objectives—Inquiring and Analyzing, Developing Ideas, Creating Solutions, and Evaluating. Through this process, students strengthen their problem-solving, digital creation, and reflective evaluation skills while exploring how design influences people, communities, and relationships.





# UNIVERSITY MATRICULATION FOR THE CLASS OF 2025



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