



MYP Academic Handbook

2020-2021

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1. Learning Through The IB Middle Years Programme

The mission and values of UWCM align well with the mission statement of the International Baccalaureate. Both UWC and IB encourage students to become active, compassionate and lifelong learners who celebrate differences and are respectful of different ideas and perspectives.

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

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The IB Middle Years Programme (MYP) was introduced in 1994 and has since gained worldwide recognition with 1,149 schools in 101 countries implementing the programme. The IB MYP programme has been running at UWC Maastricht since 2010. The IB MYP programme is followed by the IB Diploma Program, an internationally recognized, and university entrance level programme.

1.1 IB Middle Years Philosophy

The MYP is guided by three principles: holistic learning, intercultural awareness and communication.

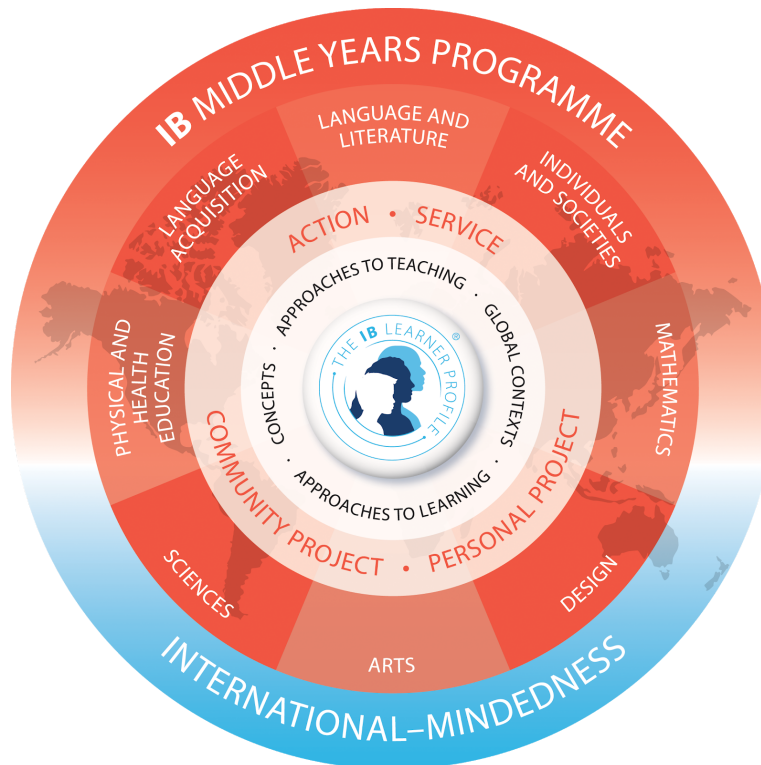
- 1) Holistic learning nurtures the broad development of students and focuses on all aspects of their development including their intellectual, social, physical, creative, aesthetic and spiritual potentials. Holistic education focuses not only on academic

rigor but also emphasizes life experiences and learning beyond the classroom. The MYP program seeks to develop learners who embody the attributes of the IB learner profile and empowers them to understand their role in society and the contribution they can make. This is achieved by using global contexts to connect information to real world settings and extending lessons to include service opportunities in the community.

- 2) Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social, national and ethnic cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters understanding and respect, but may also lead to empathy. The UWC Mission statement and values echo this belief in the importance of international and intercultural awareness, and learning to respect the opinions, beliefs and values of others is a critical part of MYP education at UWC Maastricht. Our diverse student body provides multiple opportunities for students to experience and celebrate a variety of unique cultural viewpoints..
- 3) Communication, both verbal and non-verbal, is fundamental to learning. In most MYP subject groups, communication is both an objective and an assessment criterion, as it supports understanding and allows student reflection and expression. Students learn to communicate in a variety of languages and are encouraged to become aware of the effect of language on culture and identity.

These principles coincide with the UWC Mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

1.2 Middle Years Programme Model



At the heart of the Middle Years Programme (as well as the Diploma program) is the previously mentioned IB learner profile. Surrounding the Learner Profile are the supporting elements of the MYP programme including the key elements of a concept-based and contextual curriculum, core elements of the programme, subject groups, and the goal of international-mindedness connecting all these components.

1.3 Concept-Driven Curriculum

A *concept* is a big idea - a principle that is enduring and significant beyond aspects such as particular origins, subject matter, or place in time. Concepts are used to focus inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored. Concepts are used to generate the key understandings of each unit and can encompass a variety of ways of thinking, inspire new experiences, and make connections between subject groups.

The MYP uses two kinds of concepts:

- **Key Concepts** - broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.
- **Related Concepts**- grounded in specific subjects, related concepts are used to explore key concepts in greater detail and provide depth to unit inquiry.

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they related the facts to concepts and essential conceptual understandings.
- create personal relevance, as students relate new knowledge to prior knowledge, and promote understanding of cultures and environments across global contexts through the transfer of knowledge
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges, such as climate change, international conflicts and the global economy, and create greater subject depth through the study of discipline-specific related concepts.

1.4 Learning Through Global Contexts

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

Contextual learning helps teachers and students answer the most important question “Why are we learning this?” The MYP identifies 6 Global contexts for learning which are outlined in the table below:

Global Context	Explanation
Identities and Relationships	<i>Who am I? Who are we?</i> Students explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human
Orientation in Space and Time	<i>What is the meaning of ‘where’ and ‘when’?</i> Students will explore personal histories;

	homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
Personal and Cultural Expression	<p><i>What is the nature and purpose of creative expression?</i></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>
Scientific and Technical Innovation	<p><i>How do we understand the worlds in which we live?</i></p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
Globalization and Sustainability	<p><i>How is everything connected?</i></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>

Fairness and Development	<p><i>What are the consequences of our common humanity?</i></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>
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1.5 Approaches To Learning

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

MYP identifies 5 ATL Skill categories, which are further subdivided into 10 Skill clusters. These are outlined in the table below:

ATL Skill Category	ATL Skill Cluster	Explanation
Communication	I. Communication	<ul style="list-style-type: none"> Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information.
Social	II. Collaboration	<ul style="list-style-type: none"> Working effectively with others

Self-management	III. Organization	<ul style="list-style-type: none"> Managing time and tasks effectively
	IV. Affective	<ul style="list-style-type: none"> Managing state of mind
	V. Reflection	<ul style="list-style-type: none"> (Re)considering the process of learning; choosing and using ATL skills
Research	VI. Information literacy	<ul style="list-style-type: none"> Finding, interpreting, judging and creating information
	VII. Media literacy	<ul style="list-style-type: none"> Interacting with media to use and create ideas and information
Thinking	VIII. Critical thinking	<ul style="list-style-type: none"> Analysing and evaluating issues and ideas
	IX. Creative thinking	<ul style="list-style-type: none"> Generating novel ideas and considering new perspectives
	X. Transfer	<ul style="list-style-type: none"> Using skills and knowledge in multiple contexts

The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. At least 2 ATL skills are taught, practiced, reinforced or assessed in every unit in the MYP programme.

1.6 Service And Action

In IB learning models, action is defined as “learning by doing and experiencing”. Service is a subset of action and is a shared value of both the IB and UWC communities. Learners at UWC Maastricht strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. A possibility of action is embedded in each MYP unit plan and may involve students in:

- feeling empathy towards others
- making small-scale changes to their behavior
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act

Service as action requires that students build authentic connections between what they learn in the classroom and what they encounter in the community. MYP students are given the opportunity for service learning and action through their classes and the co-curricular program. Each year group follows its own programme based on the following themes:
MYP1 - What is service?

MYP2 - Diversity

MYP 3 - Community (completing the MYP Community Project)

MYP4 - Sustainability

MYP5 - Peace (Active Global Citizenship)

Students take authentic responsibility in planning, running and reflecting on their service activities. Some of these commitments may take place after school or on weekends. Students record their reflections on service in ManageBac at least once a month, and sometimes more frequently depending on the activity.

1.7 Personal Project

All students in MYP5, who have at least attended an MYP school since the beginning of MYP 4, must complete the personal project. The personal project engages students in a sustained inquiry into a topic of their choice. Over the course of an academic year, students work

towards achieving a goal that they have set for themselves and document their learning process. The final products of the personal projects are displayed in March and provide an opportunity for students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. While creating a product is an important part of the process, students are mainly assessed on the documentation of the process used to achieve their project aims. Students are responsible for contacting their supervisor and documenting their progress in the ManageBac Personal Project worksheet. The worksheet contains a checklist of tasks for students and supervisors to complete and their deadlines. Students can also upload their process journal and assignment drafts into the Personal Project worksheet.

2 Subject Groups In The Middle Years Programme

YP students at UWCM take courses from 8 different subject groups:

- language and literature
- language acquisition
- individuals and societies
- sciences
- mathematics
- arts (visual, performing and/or music)
- design
- physical health and education

2.1 Group 1: Language and Literature

Language and Literature is either a student's home language or one in which he/she has near native proficiency. In the 2020/21 school year, UWC Maastricht offers language and literature in the following languages:

- English
- Dutch
- French
- Italian (MYP 2,4,5)
- German (MYP 2,4)
- Hebrew (MYP 4)

- Any other language in a combined Language and Literature class (MYP 1, 3)

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and 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 real-life contexts

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective A: Analysing

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

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts.
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

Objective B: Organizing

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

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

Objective C: Producing text

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

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

Objective D: Using Language

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

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

2.2 Group 2: Language Acquisition

The ability to speak in a variety of modes in more than one language is an essential component of developing international and intercultural understanding. As not all students will be of equal proficiency in their language ability, language acquisition courses are divided into a continuum of 6 phases. Phase 1 language acquisition is for students who have never studied a language before, while Phase 6 students have considerable proficiency in the language. In the 2020/2021 school year, UWC Maastricht offers Language Acquisition in the following languages:

- English
- Dutch
- German
- Spanish- Phases 1 and 2 in MYP4 and 5 - only new students
- French

The aims of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment. While the objectives for all phases of language learning are the same, the level to which students must meet them varies depending on their familiarity with the language being taught.

Objective A: Listening

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- **demonstrate** understanding of explicit and implicit spoken information in multimodal texts
 - What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit)
- **demonstrate** understanding of conventions
 - What language conventions can be heard? For example, form of address, greetings.
 - What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing.
- **demonstrate** understanding of relationships between the various components of the multimodal text
 - What are the relationships between the various components of the multimodal text? Do they share the same context?
 - Does the text link to the student's personal world?

Objective B: reading

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- **demonstrate** understanding of explicit and implicit written information in multimodal texts
 - What is the text type?
 - What is the content?
 - What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)
- **demonstrate** understanding of conventions
 - What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.
 - What is the communicative purpose of the text?
 - Who is the intended audience?
 - What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.
- **demonstrate** understanding of relationships between the various components of the multimodal text
 - Do they share the same context?
 - Does the text link to the student's personal world?

Objective C: Speaking

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- **use** spoken language to communicate and interact with others
 - What is the role of the student/speaker?
 - What is the context?
 - Who is the audience?
 - What is the purpose of the interaction?
 - What is the message?
- **demonstrate** accuracy and fluency in speaking
 - How accurately is the language used?
 - To what extent is the conversation language intelligible?
- **communicate** clearly and effectively
 - How well does the student communicate information?
 - How accurately and fluently are the relevant information and ideas communicated?

Objective D: Writing

In order to reach the aims of language acquisition, as appropriate to the phase, students should be able to:

- **use** written language to communicate with others
 - What is the role of the student/writer?
 - Who is the audience?
 - What is the purpose of the written text?
 - What is the message?
- **demonstrate** accurate use of language conventions
 - How accurately is the language used?
 - To what extent is the language comprehensible?
- **organize** information in writing
 - Does the student use an appropriate format?
 - To what extent are the cohesive devices used in the organization of the text?
- **communicate** information with a sense of audience and purpose.
 - How are the relevant information and ideas communicated?
 - How well does the student communicate such that the text makes sense to the reader?

2.3 Group 3: Individuals And Societies

MYP individuals and societies incorporates the humanities (such as history and philosophy) as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

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

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

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective A: Knowing and Understanding

Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

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

Objective B: Investigating

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

In order to reach the aims of individuals and societies, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record relevant information
- iv. evaluate the process and results of the investigation

Objective C: Communicating

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

In order to reach the aims of individuals and societies, students should be able to:

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

Objective D: Thinking critically

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

In order to reach the aims of individuals and societies, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories

- ii. synthesize information to make valid arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications

2.4 Group 4: Sciences

The MYP sciences guides students to independently and collaboratively investigate issues through research, observation and experimentation. Students also explore the connections between science and everyday life and discover how science relates to morality, ethics, culture, economics, politics and the environment.

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

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

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective A: Knowing and Understanding

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

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

Objective B: Inquiring and Designing

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

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

Objective C: Processing and evaluating

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

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Objective D: Reflecting on the impacts of science

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

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

Science Curriculum UWCM - MYP 1-5 for the year 2020-2021

MYP 1-3 students follow a general science curriculum. They will have three periods of science a week.

MYP 4 - In 2019-2020, the Science Department spent considerable time designing a new, robust curriculum for MYP 4 and 5 year groups. The curriculum is redesigned to explore topics in greater depth. Considerable emphasis is placed on subject-specific exploratory, practical components and vital mathematical and analytical skills.

In 2020-21, the MYP4, the students will choose two out of three Science subjects: Biology, Physics, and Chemistry. This concentrated approach will help students to bridge the gap between MYP 5 and the DP program. This change offers flexibility, choice, access and mobility and will help students to think critically about their future subject choices. They will

have the option to continue with these choices to MYP5. If the student strongly feels that they have made a wrong choice, they will be given the opportunity to drop and choose another science in MYP5.

MYP 5 (2020-2021) -The current MYP 5 students will be the last group to follow an Integrated Science curriculum where every student takes Biology, Physics, and Chemistry during three rotation periods throughout the year.

The MYP 4 and 5 curriculum explores the connections between science and everyday life. Using a Theme-Based approach, over the two-year period students will have an opportunity to investigate real-life examples of science and technology. In addition, the curriculum will help students explore the trans-disciplinary nature between sciences and other subject areas within the framework of the IB curriculum. In order to provide students with opportunities to achieve at the highest level, science teachers will develop rigorous tasks that embrace a variety of assessment strategies. Students will be graded on Objectives A-D for every science subject they choose over the two year period.

2.5 Group 5: Mathematics

Mathematics can help make sense of the world and allows phenomena to be described in precise terms. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and lives in general. In MYP 4 and 5, the school offers mathematics courses at extended and standard level. The allocation to the extended or standard is based on the performance in the placement test. The placement test is conducted at the end of the academic year of MYP3 and MYP4.. For new students joining MYP 4 or MYP 5 the students have to take the placement test at the time of admission and based on the results the students are allocated either an extended or standard course.

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- develop logical, critical and creative thinking that they can communicate clearly in a variety of contexts
- develop powers of generalization and abstraction

- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attributes necessary to pursue further studies in mathematics

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective A: Knowing and understanding

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

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

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

Objective B: Investigating patterns

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

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

Objective C: Communicating

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

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations

- ii. use appropriate forms of mathematical representation to present information
- iii. move between forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning

Objective D: Applying mathematics in real-life contexts

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

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

2.6 Group 6: Arts

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. Arts in the MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages to understand the arts in context and the cultural histories of artworks, thus supporting development of an inquiring and empathetic worldview. At UWC Maastricht, students are enrolled in Dance, Drama, Music and Visual arts in MYP 1 - 3, where they get acquainted with the different subjects and explore their skills and creativity. In MYP 4 and MYP 5, students select one of the arts subjects offered (Drama - Media Studies - Music - Visual arts) and continue to further develop their skills and deepen their knowledge and understanding within one art form.

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

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

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective A: Knowing and understanding

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

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

Objective B: Developing skills

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

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

Objective C: Thinking creatively

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

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

Objective D: Responding

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

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

2.7 Design

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and

adaptation. MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

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

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

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective 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.

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

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

Objective B: Developing ideas

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

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

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

Objective C: Creating the solution

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

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

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

Objective D: Evaluating

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

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

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

2.8 Group 8: Physical Health And Education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

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

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

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective A: Knowing and understanding

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

In order to reach the aims of physical and health education, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Objective B: Planning for performance

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

In order to reach the aims of physical and health education, students should be able to:

- i. design, explain and justify a plan to improve physical performance and health

- ii. analyse and evaluate the effectiveness of a plan based on the outcome

Objective C: Applying and performing

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

In order to reach the aims of physical and health education, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts effectively
- iii. analyse and apply information to perform effectively

Objective 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.

In order to reach the aims of physical and health education, students should be able to:

- i. explain and demonstrate strategies that enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance

2.9 Interdisciplinary Studies

In each year of the MYP program, students will be engaged in at least one interdisciplinary unit. In this unit, students will draw ideas and concepts from two or more subject groups in order to develop the understanding that disciplines do not exist on their own and that knowledge is integrated.

The aims of MYP Interdisciplinary Studies are to encourage and enable students to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts
- integrate conceptual learning, ways of knowing, and methods of inquiring from multiple disciplines
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- reflect on and communicate understanding of the interdisciplinary learning process
- experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.

Subject Objectives

The objectives of any MYP subject group state the specific targets that are set for learning and define what the student will be able to accomplish. Each objective is divided into a number of strands - a strand indicates the learning objective for the task. The objectives and strands relate directly to student assessment.

Objective A: Disciplinary grounding

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand the concepts and skills of the selected disciplines - as framed in subject-group objectives. The disciplinary grounding provides the foundation for interdisciplinary understanding. By the end of the programme, students should be able to:

- demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge

Objective B: Synthesizing

Through the development of holistic learning students will integrate knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more than one discipline in order to explain phenomena or create products. By the end of the programme, students should be able to:

- synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

Objective C: Communicating

Interdisciplinary learning helps to prepare students for communicating understandings across areas of expertise. By selecting, integrating or innovating communication forms and strategies, students describe and explain the results of their inquiries. Students develop the capacity to communicate effectively and responsibly with a range of audiences. By the end of the programme, students should be able to:

- use appropriate strategies to communicate interdisciplinary understanding effectively
- document sources using recognized conventions.

Objective D: Reflecting

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation on the role of the disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary

applications. Students will also explore various areas of knowledge and ways of knowing, considering their own ability to construct understanding across disciplinary boundaries. By the end of the programme, students should be able to:

- reflect on the development of their own interdisciplinary understanding
- evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

3. MYP Assessment And Criteria

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP 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 opportunity 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 including in its model principles that take into account the development of the whole student.

Assessment in the MYP is both **formative** and **summative**.

Formative assessment: teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Summative assessment: designed to provide evidence for evaluating student achievement using required MYP subject-group-specific criteria. Levels of achievement are assigned and reported for summative assessment tasks.

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

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and	Developing	Creating the	Evaluating

	analyzing	ideas	solution	
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

As shown in the table above, each MYP subject contains four different Criteria (A,B,C and D). These criteria assess the skills described in the subject objectives. Within each criterion there are achievement levels from 0-8 and different strands to describe student achievement on the task. Teachers use the strands in each criteria to determine the level of student achievement. A “best-fit” approach is used to determine the overall achievement level for a task (between 0-8). The criteria within a subject are the same for each year of the program, but the wording of the strands is different in different years of the program.

Students are assessed on each criteria **at least twice** in each subject group in every year of the program. A best fit approach is also used to determine the final level of achievement in each criterion.

For example, a student is assessed against the Individuals and Societies Criterion A four times in the year and receives the following levels of achievement:

Task 1	Task 2	Task 3	Task 4
2	7	6	6

Using the best fit approach, the student would receive a grade of 6 for Criterion A at the end of the year, because they can consistently demonstrate achievement at this level.

At the end of the academic year, student achievement in each criterion is reported. A report card might look as follows for Individuals and Societies:

Criterion A	Criterion B	Criterion C	Criterion D
6	4	7	5

The final level of achievement in each criterion are then added to generate a score out of 32. For example, the student in this example has a score of $6+4+7+5 = 22$ points. This is then converted into an MYP grade out of 7. The conversion and grade descriptors for each grade are listed in the table on the next page.

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

The student in the above example would receive a grade of 5, indicating that they produce generally high-quality work.

4. Academic Honesty

All MYP students will receive the Academic Honesty Policy, which guides UWCM's education and expectations in this area. It is also available in ManageBac and on the school website. As an IBDP learner and UWC student, you are expected to be principled and act with integrity and honesty. As learners, we all discuss academic courses with each other. Working together is valuable for developing understanding. However, working together with integrity and honesty means that we do not present other people's work as our own.

When we study, we generate our own ideas. But these ideas come to us because we learn from other people. Good students research ideas and use quotations or ideas from experts and, importantly, good students also acknowledge whom they have learnt from.

Presenting other people's work as your own can result in you failing your IBMYP, affect the support we can give to your university application later on or even result in you losing your place at UWCM.

If you are uncertain about what academic honesty really is, this guide will help:

- Plagiarism is when you:
 - Copy somebody else's work and pretend it is your own (this could be a classmate, a published author, a website etc. and includes pictures, maps etc.)
 - Fail to use correct referencing when you quote or paraphrase other people's ideas
- Collusion is when you:
 - Allow another student to use your work as if it is their own
 - Work as a pair, or more, to produce a piece of work which needs to be completed and assessed as an individual assignment
 - Remember:
 - If you help another student commit an act of academic dishonesty, you are as guilty as the student committing the offence. A student can be put under a great deal of peer pressure to hand over work to another student, but must say "NO". Putting students under pressure to hand over their work is bullying, and UWC Maastricht will not tolerate bullying.

- You are allowed to work with friends and family to help you to understand a topic. This is called collaboration. However, your final assignment has to be the result of your own work.
- Cheating in tests and examinations is when you:
 - Take unauthorized technology or study materials (for example, notes) into the examination
 - Communicate with another student during a test or examination
 - Copy another student's work during the examination

Responsibility for Academic Honesty

- You are responsible for making sure that your work is your own and that you reference any research correctly. If you are ever uncertain, ask your subject teacher or the MYP/DP Coordinator for help
- Teachers are responsible for teaching you the importance of referencing and showing you how to reference correctly
- IB MYP examiners are responsible for reporting to any suspected plagiarism, collusion or cheating in assessments and examinations (such as the eAssessments).
 - The IB randomly checks candidates' work using a web-based plagiarism detection system.
 - When it is clear that a student has plagiarized, no grade is awarded for that assignment.
 - This will affect your overall grade and can also result in you losing your certificate..