UWC MAASTRICHT

MYP Academic Handbook

2022-2023

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UWC MAASTRICHT

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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.

UWC Maastricht makes education a force to unite people, nations and cultures for peace and a sustainable future.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1.1 Middle Years Programme Model
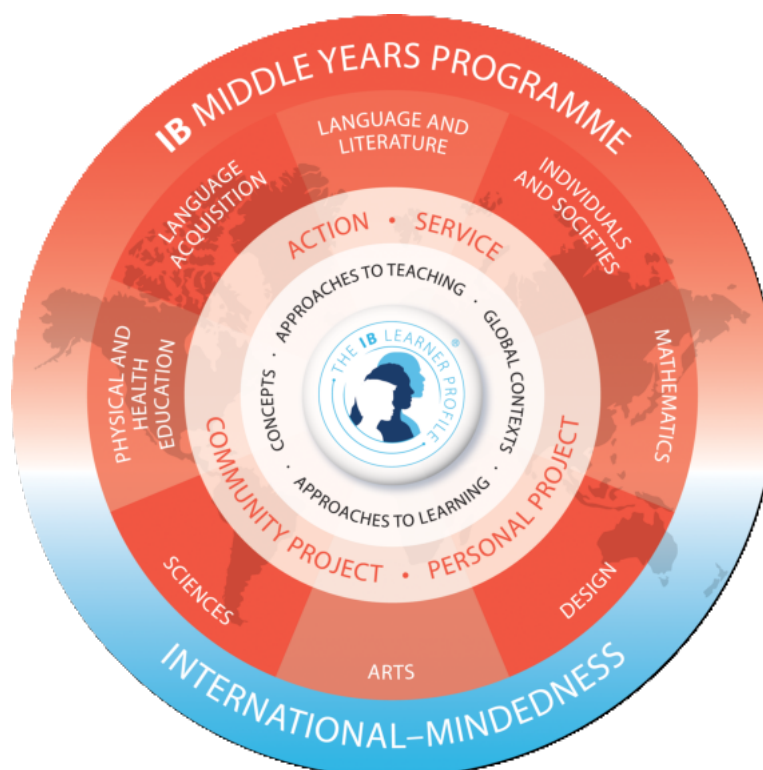
The IB Middle Years Programme (MYP) was introduced in 1994 and has since gained worldwide recognition with 1358 schools in 108 countries implementing the programme. The IB MYP programme has been running at UWC Maastricht since 2010. The IB MYP programme is followed by the IB Diploma Program, an internationally recognized, and university entrance level programme.

1.2 IB Middle Years Philosophy

At the heart of the Middle Years Programme (as well as the Diploma program) is the 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.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- Approaches to learning (ATL), helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- Key and related concepts, helping students explore big ideas that matter
- Global contexts, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

The MYP culminates in an independent learning project. Students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of their work.

1.3 Approaches to Learning (ATL)

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	● Exchanging thoughts, messages and information effectively through interaction ● Reading, writing and using language to gather and communicate information.
Social	II. Collaboration	● Working effectively with others
Self-management	III. Organization	● Managing time and tasks effectively
	IV. Affective	● Managing state of mind
	V. Reflection	● (Re)considering the process of learning; choosing and using ATL skills
Research	VI. Information literacy	● Finding, interpreting, judging and creating information
	VII. Media literacy	● Interacting with media to use and create ideas and information
Thinking	VIII. Critical thinking	● Analysing and evaluating issues and ideas
	IX. Creative thinking	● Generating novel ideas and considering new perspectives
	X. Transfer	● 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.

1.4 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	*Who am I? Who are we?* 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	*What is the meaning of 'where' and 'when'?* Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from personal, local and global perspectives.
Personal and Cultural Expression	*What is the nature and purpose of creative expression?* Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Scientific and Technical Innovation	*How do we understand the worlds in which we live?* 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.
Globalization and Sustainability	*How is everything connected?* Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Fairness and Development	*What are the consequences of our common humanity?* Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

1.5 Service As Action

Service as Action allows students to build authentic connections between the academic realm and life outside the classroom. By engaging in real-life situations students couple academic knowledge and skills with personal and social skills to make a meaningful contribution to community and society. Authentic learning experiences are structured to combine community service with explicit learning objectives.   By engaging in Service as Action students learn to investigate, plan and take action; engage in problem solving, as well as learn to develop responsibility and accountability for their actions.

Learning Outcomes

1. Awareness of your strengths and developing weaknesses
2. Developing international-mindedness and global understanding
3. Learning Perseverance over challenge
4. Collaborating with others
5. Contemplating an ethical issue
6. Taking initiative
7. Learning new skills

Through years 1-5, MYP students are given the opportunity to engage in Service **as** Action through their classes and the co-curricular program. Opportunities to engage in Direct Service, Indirect Service and / or Advocacy are created by the following departments:

MYP1 - Math Department

MYP 2 - PHE Department

MYP 3 - The Arts Department

MYP4 - International Award Bronze Award Programme

MYP5 - Youth Mayor Programme through the Individual and Societies Department

Service as Action takes place during school hours, but may also require commitment after school or on weekends. Students are to record their reflections on ManageBac at least once a month, and sometimes more frequently depending on the activity.

1.6 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 Areas In The Middle Years Programme

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

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts
- Design
- Physical and Health Education

2.1 Language and Literature

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

- English
- Dutch
- French
- Universal language and literature will be offered to all students from MYP1-5.
- School year 2022- 23 If there is an adequate number of students in ULL who follow Italian, German, additional courses in these languages may be offered. This is dependent upon various factors such as student confirmation, staff availability, timetable considerations, finances & budgets.

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

iii.select relevant details and examples to develop ideas

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 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. UWC Maastricht offers Language Acquisition in the following languages:

- English
- Dutch
- French
- German
- Spanish (Only offered in MYP4 and 5 to new students)

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:

i. identify explicit and implicit information (facts and/or opinions, and supporting details)

ii. analyse conventions

iii. analyse connections

Objective B: reading

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

i.identify explicit and implicit information (facts and/or opinions, and supporting details)

ii.analyse conventions

iii.analyse connections.

Objective C: Speaking

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

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in comprehensible manner

iv.communicate all or almost all the required information clearly and effectively.

Objective D: Writing

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

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.

2.3 Individuals and Societies

MYP individuals and societies incorporate 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 a wide range of terminology in context
ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed 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 appropriate, varied and 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 effectively 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 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 1-3 - students follow an integrated sciences curriculum. They have three periods of science a week.

MYP 4 - students choose two out of three Science subjects: Biology, Physics, and Chemistry. They have three periods of the science discipline they choose so a total of six hours of Sciences a week.

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 - students choose two out of four subjects: Biology, Physics, and Chemistry, and Design. They have three periods of the discipline they choose, so a total of six hours of a Group 4 subject a week.

2.5 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

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

i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii. apply the selected mathematics successfully when solving problems

iii. 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:

i. select and apply mathematical problem-solving techniques to discover complex patterns

ii. describe patterns as general rules consistent with findings

iii. prove, or verify and justify, general rules

Objective C: Communicating

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

i. 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

V. organize information using a logical structure

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 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: Investigating

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

i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry

ii. critique an artwork or performance from the chosen movement or genre.

Objective B: Developing

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

i. practically explore ideas to inform development of a final artwork or performance

ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Objective C: Creating/Performing

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

i. create or perform an artwork.

Objective D: Evaluating

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

i. appraise their own artwork or performance

ii. reflect on their development as an artist.

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 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: Evaluating

In order to address real-world and contextual issues and ideas, students will be able to:
 • analyse disciplinary knowledge
• evaluate interdisciplinary perspectives.

Objective B: Synthesizing

In order to address real-world and contextual issues and ideas, students will be able to:
• create a product that communicates a purposeful interdisciplinary understanding
• justify how their product communicates interdisciplinary understanding.

Objective C: Reflecting

In order to address real-world and contextual issues and ideas, students will be able to:
• discuss the development of their own interdisciplinary learning
• discuss how new interdisciplinary understanding enables action.

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	Investigating	Developing	Creating /Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Planning	Applying Skills	Reflecting	X
Interdisciplinary	Evaluating	Synthesizing	Reflecting	X

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. MYP eAssessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB.

At the same time, UWCM registers students for **pilot** external assessment (eAssessment) in all other elements of the programme. It offers students the chance to **earn a formal, internationally recognised certificate** if they meet the success criteria.

Once a school registers for eAssessment in the MYP, students can participate in any of these two types of examinations:

- ePortfolios of coursework, including a compulsory ePortfolio for the personal project.
- On-screen examinations, with each exam lasting two hours.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups.
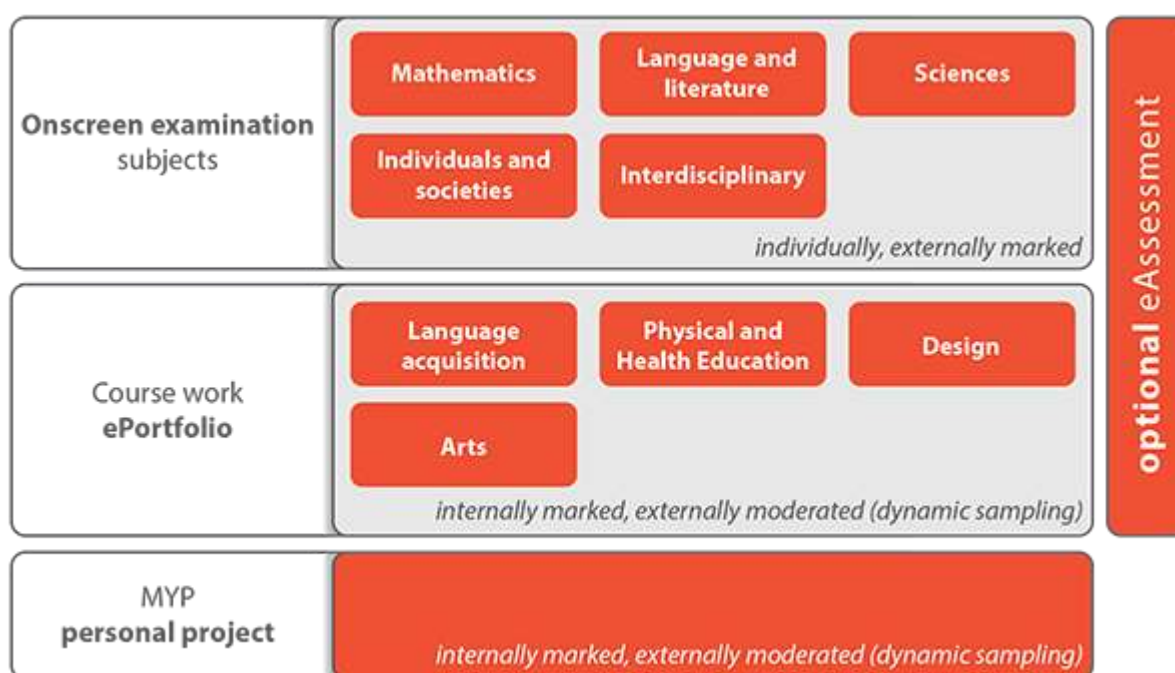
The mandatory personal project and the optional ePortfolio course works are subject to external moderation of teacher's internal marking. On-screen examinations are externally marked by trained IB examiners.

5. 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.