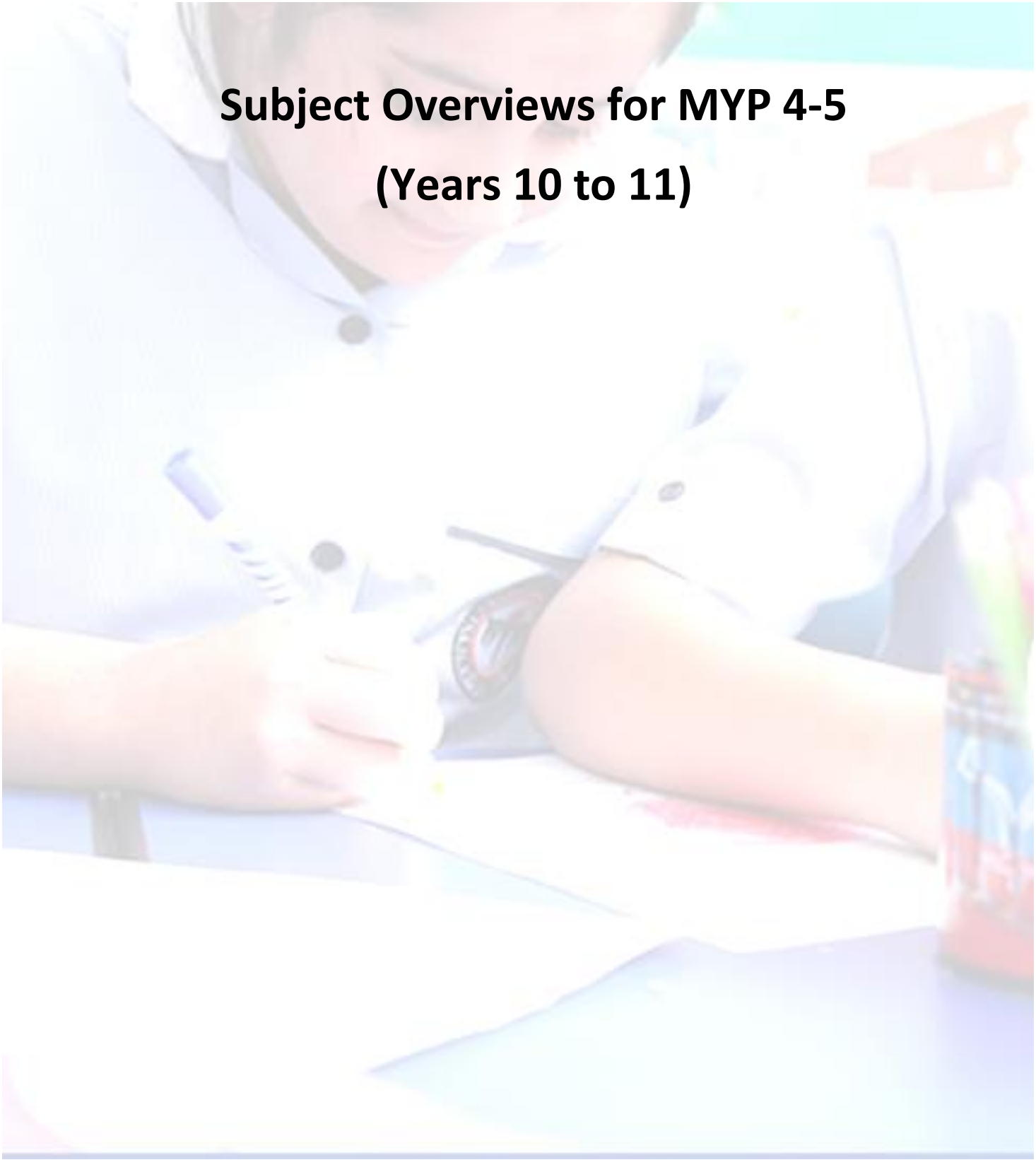
مـدرسـة الإمـارات الـدوليـة
Emirates International School

Subject Overviews for MYP 4-5

(Years 10 to 11)



Contents Page

Dear Parents and Students;

This document will provide you with a brief overview of the subjects studied in MYP 4-5 (Years 10 to 11). Each subject of study is organised according to the subject group. For each subject you will find:

- **An introductory subject overview**
- **A list of the units of study taught and**
- **Approaches to assessment**

If you have any further subject specific queries; you will find the contact details of the Head of Department who is responsible for the Curriculum in each subject group. The contact details for each Head of Department can be found below.

If you have any broader Curriculum queries please contact the MYP Coordinator, Mr S Wellman, who will be happy to answer any questions you may have (SWellman@eischools.ae).

Miss E Weeks

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Assistant MYP Coordinator

MYP subject group	Subject	Head of Department
Language and literature	**English** **Arabic A**	Laura Conneally: lconneally@eischools.ae Mushira Salama: msalama@eischools.ae
Language Acquisition	**Arabic B** **French, Spanish**	Hala Kamal: hmoustafa@eischools.ae Jose Hernandez: jhernandez@eischools.ae
Mathematics	**Mathematics**	Rositta Xavier: rxavier@eischools.ae
Sciences	**Integrated Science**	Lopa Bhatt: Email lbhatt@eischools.ae
Individuals and Societies	**Geography, History**	Mike Pike: mpike@eischools.ae
Arts	**Drama, Music and Visual Art**	Nooreen Rahemtullah: nrahemtullah@eischools.ae
Design	**Product Design** **Food and Nutrition**	Johan Swartz: jswartz@eischools.ae Alan Kaid: akaid@eischools.ae
Physical and Health Education	**Physical and Health Education**	Caroline Ogun: cogun@eischools.ae
Additional MOE subjects	**Islamic Education** **Moral studies, Social Studies**	Mohammed El Awadi: meelawadi@eischools.ae

English MYP 4-5

Head of Department: Ms L Conneally

Course description:

Years 4 and 5 of the IB MYP programme are centered around the nurturing of the students' ability to analyse, create, and evaluate a series of genes and texts, both literary and non-literary. During this final phase of the MYP programme, students are encouraged to become more critical in their thinking and to challenge ideas and concepts by justifying their opinion and ideas. Students will become more independent and analytical in their approach by analyzing and evaluating the effects and impact of creator's choices on the audience, rather than just identifying them. Students are provided with the skills needed to make connections between texts that differ in genre, style, and context, whilst comparing and contrasting how creators' perspective(s) on shared global topics/issues are communicated.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Drama 2. Short Stories 3. Poetry 4. Novel 5. Film	1. Drama 2. IDU (Interdisciplinary Unit) 3. Poetry 4. Essay Writing 5. Exam Prep and Revision

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Analysing

Criterion B - Organising

Criterion C - Producing Text

Criterion D – Using language

At the end of MYP 5; students will sit their MYP eAssessment which assesses Criterion A to D through a global context selected by the IB. Students complete a 2-hour on-line exam with three sections.

Task 1: Analysing - a series of short answer analytical questions and sustained compare/contrast analysis in response to visual and print texts.
Task 2: Producing Literary Text.
Task 3: Producing Non-Literary Text.

Students are guided towards success in this examination in Year 10 through closely examining features of literary and non-literary texts and responding in a series of formative and summative composition and analytical assessment tasks. These tasks are aligned to the units of study to embed the learning within a context, which increases its efficacy. Students also sit a Mock e-assessments in Years 10 and 11 which mirror the MYP assessment experience.

Arabic A MYP 4-5

Head of Department: Ms M Salama

Course description:

Years 10 and 11 of the IB MYP programme in Arabic A are centered around the nurturing of the students' ability to analyze, create, and evaluate a series of genes and texts, both literary and non-literary. During this final phase of the MYP programme, students are encouraged to become more critical in their thinking and to challenge ideas and concepts by justifying their opinion and ideas. Students will become more independent and analytical in their approach by analyzing and evaluating the effects and impacts of creator's choices on the audience. Students are provided with the skills needed to make connections between texts that differ in genre, style, and context, whilst comparing and contrasting how creators' perspective(s) on shared global topics/issues are communicated.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Healthy Lifestyle 2. Societal Issues 3. Justice is the Foundation of Society 4. Towards a Developed Environment	1. Language and Identity 2. Culture and Arts 3. Elevation of the Soul 4. Sustainable Environment

Assessment:

The assessment model that students will sit in year 11 prepares them for the final eAssessment.

Criteria A- Analyzing
Criteria B- Organizing
Criteria C- Producing text
Criteria D – Using language

Throughout the two year course; students will undertake a variety of assessments in preparation for their e-assessment that give students the opportunity to:

- Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts.
- Analyse the effects of the creator's choices on an audience. Justify opinions and ideas, using examples, explanations and terminology.
- Evaluate similarities and differences by connecting features across and within genres and texts.
- Organize opinions and ideas in a sustained, coherent and logical manner.
- 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.
- Use appropriate and varied vocabulary, sentence structures and forms of expression. Use correct grammar, syntax and punctuation.

Language Acquisition (Spanish/French) MYP 4-5

Head of Department: Mr Hernández

Course description:

From years 10 to 11, students will continue developing their knowledge and understanding of the cultures and ways of living of Spanish/French speakers. Students will improve their listening, reading, writing and speaking skills in Spanish or French in order to prepare them for their final MYP exams. Students will be divided into two levels of learning: Emergent (phase 1-2) and Capable (phase 3-4). The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. What is my identity and culture? 2. What will we do with our education and training? 3. What are the problems of the world we live in? 4. What are my surroundings like? 5. How does technology and social media affect our daily life? 6. Project	1. Identity and culture (Revision) 2. Education and the world of work (R) 3. The world we live in (R) 4. Local Area, Travel and tourism (R) 5. EXAM PREPARATION

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Listening
Criterion B - Reading
Criterion C - Speaking
Criterion D – Writing

Assessments will cover a variety of multimodal texts-audios such as news articles, podcasts, movies, emails, blogs reports, diary entries, essays. Students will also be required to demonstrate their communication skills through presentations, pictures descriptions, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of investigative questions. Each assessment criterion will be assessed at least twice over the academic year.

The final Language Acquisition MYP exam is divided into two parts:

1. On-screen eAssessment: Using laptops, students will be examined on reading, listening and writing skills with a duration of 1 hour and 45 minutes.

2. Face to face: The speaking exam will be done face to face with their respective language teachers.

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

Arabic B MYP 4-5

Head of Department: Ms H Kamel

Course description:

The course is designed to enable students to develop their communication skills by interacting on a range of topics from a personal to global level. They will utilise a range of written, visual and audio sources in order to develop these skills in Arabic. Through listening, viewing, reading and speaking they will be able to communicate effectively and with meaning. Students will be divided into two levels of learning: Emergent (phase 1-2) and Capable (phase 3-4).

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Identity and culture For example; Self, family and friends; Free time and leisure and Festivals and Celebrations 2. Education and the world of work For example; School life, Future plans and Jobs. 3. The world we live in For example; The weather, The environment and Global issues.	1. Local area, travel, and tourism For example; House and home, The Local area, Holidays and Culture and Communities 2. Technology and the media For example; Mobile technology and Social Media

Assessment:

At the end of MYP 5; students will sit their MYP eAssessment which assesses Criterion A, B and D through a global context selected by the IB. Students complete a 2-hour on-line exam with three sections.

Criterion A - Listening: The students will listen to 1 or 2 audios (One of them is audio/video) and answer a variety of questions about the listening materials. The total time for audio/s is 5 minutes for emergent level and 7 minutes for capable.

Criterion B - Reading***:*** The students will read 1 or 2 texts and answer a variety of questions about the reading materials. The total number of words for the reading text/s is 200-300 words for emergent level and 600-700 words for capable.

Criterion D **-** Writing***:*** The students will write with a range of vocabulary, grammatical structures, and conventions in one of the topics covered during the two-year course (two topics will be given to select from)
The student should be able to write 100-150 words (Emergent Level), and 200-250 words (Capable Level).

Criterion C - Speaking: will be assessed internally prior to the final exam as follows:
Part 1 (Presentation)**:** The student describes the examination stimulus and relates it to Arabic culture. (1 minute for emergent level, and 1 ½ minutes for capable level)
Part 2 (Interactive Discussion): The student will be engaged in a discussion with the teacher on the topic or theme of the stimulus. (2 minutes for emergent level and 2 ½ minutes for capable)

Mathematics MYP 4-5

Head of Department: Ms R Xavier

Course Description:

MYP Mathematics can be tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. In the MYP, the topics and skills in the framework for mathematics are organized so that students can work at two levels of challenge: Standard Mathematics, and Extended Mathematics. Standard Mathematics aims to provide a sound knowledge of basic mathematical principles. Extended Mathematics consists of the mathematics framework supplemented by additional objectives within the same units to provide greater breadth and depth.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Numerical Reasoning For example; Exchange Rates, Sets and Venn Diagrams. Extended Rationalising the Denominator using Conjugate Pairs, Logarithms and Exponential equations. 2. Abstract Reasoning For example; Sequences and Relationships 3. Thinking with Models For example; Linear Models including Systems, Mappings and Functions. Extended Linear Programming 4. Spatial Reasoning For example; 2D Coordinate Geometry Right-angled Trigonometry, Circle Segments and Sectors. Extended Advanced Trigonometry 5. Reasoning with Data For example; Data Processing - Quartiles and Percentiles	1. Numerical Reasoning For example; Absolute Values, Arithmetic Extended Arithmetic and Geometric Sequences 2. Abstract Reasoning For example; Generalisation and Review of all types of sequences. 3. Thinking with Models For example; Quadratic Functions and Models. Extended Rational Functions, Networks 4. Spatial Reasoning For example; Volume and Surface Area of solids Extended For example; Parallel and Perpendicular Lines 5. Reasoning with Data For example; Data Manipulation and Misinterpretation Extended Standard Deviation, Correlation Coefficient

Assessment:

External: eAssessment
Duration: 2 hours
Assessment blueprint: Criterion A (25 marks) Criterion B (25 marks) Criterion C (25 marks) Criterion D (25 marks). Total Marks available: 100 marks

Criterion A - Knowing and understanding
Criterion B - Investigating patterns
Criterion C - Communicating
Criterion D - Applying mathematics in real-life contexts

Students in the final year of the MYP will sit an external assessment for the Standard or Extended Mathematics course in the form of an on-screen examination. Students will practise exam questions using the digital platform, 'AssessPrep', which replicates the MYP eAssessment interface. Through these sessions, they will become familiar with the functionality of the DESMOS Scientific calculator, along with the mathematics symbols and notations for communication, which is used in the MYP eAssessment. Students will also complete two formal mock exams over the two-year period to replicate the conditions of the MYP eAssessment. During Year 10, students will complete an interdisciplinary unit with the Science department so that students can practise their inter-disciplinary skills in preparation for the final IDU e-Assessment.

Science (Integrated Science) MYP 4-5

Head of Department: Mrs L Bhatt

Course Description:

MYP Sciences aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between Science and everyday life. Students will discover the tensions and dependencies between Science and Morality, Ethics, Culture, Economics, Politics, and the Environment. Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. The MYP considers all teachers to be language teachers and, thus, MYP Sciences enables students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

Integrated Science draws on all aspects of the subject. Students who wish to select Individual Sciences at a more in depth level should consider their future pathways and abilities in the Sciences.

Units of Study:

Year 10 Units of study Integrated Science	Year 11 Units of study Integrated Science
1. Making measurements 2. Forces and motion 3. Forces and effect 4. Work, power and energy 5. Useful energy 6. Waves. 7. What is matter? 8. How do we use matter? 9. How do we map matter? 10. How do atoms bond? 11. What are the impacts of the chemical industry? 12. What determines chemical change? 13. Ecology- The world around us. 14. Nature of living things, organisms, Cells and Biological Molecules 15. Human Physiology I 16. Human Physiology II	1. Useful Energy 2. Work, Energy and Power 3. Waves 4. Electricity 5. Electricity and Magnetism 6. Atomic Physics 7. Space 8. What is inside the nucleus? 9. What determines chemical change? 10. Why do electrons matter? 11. How are Environmental systems sustained by their chemistry? 12. How can energy resources be assessed fairly? 13. How can we shift the balance of a reaction? 14. Organic chemistry 15. How do humans sustain themselves? 16. Movement of substances and Biological molecules 17. Cardiovascular system and immunity. 18. Plant Physiology 19. Inheritance and Biotechnology 20. Reproduction 21. Homeostatis 22. Evolution

Individual Sciences MYP 4-5:

Year 10 Units of study Chemistry	Year 11 Units of study Chemistry
1. What is matter? 2. How do we use matter? 3. How do we map matter? 4. How do atoms bond? 5. What are the impacts of the chemical industry? 6. What determines chemical change?	1. What is inside the nucleus? 2. What determines chemical change? 3. Why do electrons matter? 4. How are Environmental systems sustained by their chemistry? 5. How can energy resources be assessed fairly? 6. How can we shift the balance of a reaction? 7. Organic chemistry
Year 10 Units of study Biology	Year 11 Units of study Biology
1. Ecology- The world around us. 2. Nature of living things; Organisms, Cells and Biological Molecules 3. Human Physiology I 4. Human Physiology II	1. How do humans sustain themselves? 2. Movement of Substances and Biological Molecules 3. Cardiovascular System and Immunity. 4. Plant Physiology 5. Inheritance and Biotechnology 6. Reproduction 7. Homeostatis 8. Evolution
Year 10 Units of study Physics	Year 11 Units of study Physics
1. Making measurements 2. Forces and motion 3. Forces and effect 4. Work, power and energy 5. Useful energy 6. Waves	1. Useful Energy 2. Work, Energy and Power 3. Waves 4. Electricity 5. Electricity and Magnetism 6. Atomic Physics 7. Space

Assessment: (in all Sciences and Integrated Science)

External: eAssessment
Duration: Two hours
Assessment Blueprint: Criterion A (25 marks) Criterion B (25 marks) Criterion C (25 marks) Criterion D (25 marks). Total Marks available - 100 marks.

Criterion A – Knowledge and Understanding
Criterion B – Inquiring and designing
Criterion C – Processing and evaluating
Criterion D – Reflecting on the impacts of science

Throughout the two year course in all Science options; students will benefit from a number of on-going assessment tasks - such as planning their experiments, writing lab reports and scientific essays and analyzing and interpreting data which mirror the final e-assessment. These assessments will be done using the online package 'Assessprep'. This helps students to prepare not only in terms of their subject specific skills, knowledge and understanding but is an opportunity to learn how to use the data sheet and calculator, draw graphs and diagrams and interpret videos. Students will also complete two formal mock exams. These learning experiences will prepare them fully for the final eAssessment. During Year 10, students will complete an interdisciplinary unit with the Mathematics and Science departments so that students can practice their inter-disciplinary skills in preparation for the final IDU eAssessment.

Geography MYP 4-5

Head of Department: Mr M Pike

Course description:

In years 10 to 11, students will explore new topics of study as well as consolidating and developing their pre-existing knowledge, understanding and skills. Students will investigate both local and global events and issues within the context and framework of exam questions so that they can best prepare for their final e-assessment in the summer term of Year 11. There will be continuous touch points throughout the course where students can reflect on their progress and demonstrate their application of the IB learner profile and their ability to be internationally minded. Students will continue to develop their use of technology and GIS (GIobal Information Systems) such as ARC GIS and Google Earth as a tool for learning and exploration.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Sustainable management of Urban Environments 2. Climate change : Causes, consequences and management 3. Managing the interaction between water and the land (Rivers) 4. Managing the interaction between water and the land (Coasts)	1. Impacts and management of tourism Changing population: Natural increase, structure and migration 2. Impacts and management of natural disasters and tectonically active areas 3. Globalization: trade, aid, exchange and flows 4. Resource management: management of the extraction, production, consumption of natural resources and their security

Assessment:
External: eAssessment
Duration: Two hours
Assessment blueprint: Criterion A (20 marks) Criterion B (20 marks) Criterion C (20 marks) Criterion D (20 marks). Total Marks available - 80 marks.

Criterion A – Knowledge and Understanding
Criterion B – Investigating
Criterion C – Communication
Criterion D – Critical Thinking

Throughout the two year course; students will benefit from a number of assessment tasks that are modelled on the final e-assessment using the online package 'Assessprep'. This helps students to prepare not only in terms of their subject specific skills, knowledge and understanding but is an opportunity to polish their exam skills. These practise tasks are embedded into the structure of the lesson and form part of the investigative process in each unit of work. Students will also complete two formal mock exams over the two year period to replicate the conditions of the final exam. As with IB, requirements; each Criterion will be assessed summatively at least twice a year.

During Year 11, students will complete an interdisciplinary unit on Trade and Development with the History and English departments so that students can practise their inter-disciplinary skills in preparation for the final IDU eAssessment.

History MYP 4-5

Head of Department: Mr M Pike

Course description:

In years 10 to 11, students will explore new units of study as well as consolidating and developing their pre-existing knowledge, understanding and skills. Students will investigate different historical events and issues by using diverse case studies within the context and framework of exam questions, so that they can best prepare for their final e-assessment in the summer term of Year 11. There will be continuous learning reviews throughout the course where students can reflect and track their progress and demonstrate their application of the IB learner profiles and their development of internationally mindedness. Students will continue to develop their historical thinking and source analysis while exploring different perspectives of the historical events they will study. Learning will be grounded in content with a good balance of promoting conceptual understanding and skill-development.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. How revolutionary was the Industrial Revolution? 2. What impact have pioneers, innovators and developers had on society? 3. Why have our everyday lives changed over the past century? 4. How have civil rights and social protest groups brought about change? 5. Why have nationalist movements been successful? 6. How have health and medicine improved over time? 7. Do social, cultural and artistic movements reflect the eras in which they take place?	1. Does trade, aid and exchange promote cooperation or lead to exploitation? 2. How have ideas reflected change in the last 200 years? 3. Why do nations go to war and why is peacemaking difficult? 4. Why do nations build empires and form supra-national alliances and organisations? 5. What are the consequences of inaction?

Assessment:
External: eAssessment
Duration: Two hours
Assessment blueprint: Criterion A (20 marks) Criterion B (20 marks) Criterion C (20 marks) Criterion D (20 marks). Total Marks available - 80 marks.

Criterion A – Knowing and Understanding
Criterion B – Investigating
Criterion C – Communication
Criterion D – Thinking Critically

Formative and summative assessment tasks will be designed to ensure students get enough practise and preparation for their final e-Assessment. Assessments will be delivered on AssesPrep, the school assessment management system. Students will also complete two formal mock exams over the two year period to replicate the conditions of the final eAssessment exam. In line with IB, requirements, each of the four Criteria will be assessed summatively at least twice a year.

In Year 11, students will complete an interdisciplinary unit and assessment task on Trade and Development with the Geography and English department. This will allow students to practise their inter-disciplinary skills in preparation for the final Interdisciplinary e-Assessment.

The Arts MYP 4-5

Head of Department: Ms N Rahemtullah

Course description:

In years 10 to 11, students will explore new topics of study as well as consolidating and developing their pre-existing knowledge, understanding and skills of Music, Theatre, or Visual Arts. Students will continue to investigate technique, elements, and concepts of various genres and/or movements in preparation for their ePortfolio in Year 11. Students will focus on connecting their investigations with inquiry questions and expanding their knowledge of The Arts from their classroom to their local and global communities. They will understand their development as a Student and Artist by connecting their artistic process to an end result by identifying and evaluating their skills. Finally, they will continue to develop confidence and appreciation for The Arts by creating and presenting works of art they will be proud of

Units of Study:

Year 10 Units of study	Year 11 Units of study
Music 1. Patterns in Music and Maths 2. Classic, Baroque, and Romantic Music 3. Artists Make a Difference **Theatre** 1. Theatre Traditions Around the World 2. Shifting Perception 3. Power on Stage **Visual Arts** 1. Pop Art 2. Emotion in Art 3. Art Inspired by Nature	**Music** 1. Music Inspired by Nature **Theatre** 1. Technical Theatre 2. Theatre of the Absurd **Visual Arts** 1. Art Inspired by Nature

Assessment:
External: ePortfolio - This is a collection of work submitted to the IB for assessment. Students seeking IB MYP course results for Arts Courses must complete an ePortfolio.
Duration: 20 hours in class – students will be required to work on their ePortfolio outside of class time to obtain better quality of work worthy of assessment in the higher bands. Work submitted will be in the form of text, video, photographic and audio evidence.

Criterion A – Investigating
Criterion B – Developing
Criterion C – Creating/Presenting
Criterion D – Evaluating

Throughout the two year course; students will benefit from a number of formative and summative tasks – this includes everything that is done in class as well as homework/projects to be completed at home. There will be individual as well as group work. Students will be assessed on Criteria A-D. These processes are embedded into the structure of lessons and form part of the investigative process in each unit of work. Students will also complete a mock ePortfolio as preparation for their final task. As with IB, requirements; each Criterion will be assessed summatively at least twice a year.

Design/Food and Nutrition MYP 4 & 5

Head of Department: Mr J Swartz

Course description:

MYP Design offers two different courses for students - Design and Food and Nutrition. Both courses require the use of the design cycle as a tool. This provides the methodology to structure the inquiry and analyse problems; develop feasible solution ideas, create solutions, and test and evaluate the solution. A solution can be a model, prototype, product or system independently created and developed by students. Students undertaking either course are expected to be actively involved in the whole design process rather than on the final product/solution.

Units of Study:

Design	
Year 10 Units of study	Year 11 Units of study
1. Improving lives through access to artificial light 2. Robotics: Search and Rescue Mission on Mount Everest	1. City Life 2030 2. IB E-portfolio: City life in 2030
Food and Nutrition	
Year 10 Units of study	Year 11 Units of study
1. Food waste 2. Airline meals 3. Cultural Foods	1. Cultural foods (continued) 2. IB E-portfolio: City life in 2030

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criteria:

Criterion A – Inquiring and Analyzing
Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyze the need for a solution and conduct an inquiry into the nature of the problem and suggest a possible design brief.

Criterion B - Developing ideas
Students write a detailed specification, which drives the development of a solution. They develop a range of feasible ideas and choose the final one with justification. They develop accurate and detailed planning drawings/ diagrams.

Criterion C - Creating the solution
Students plan the creation of the chosen solution, then follow the plan to create a prototype/solution sufficient for testing and evaluation.

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

Both courses are Non-Examination however; will require the completion of an ePortfolio where students will submit a collection of their work based on the design cycle to the examination board as evidence of the standards that they have reached.

Physical Health Education MYP 4-5 ePortfolio

Head of Department: Ms C Ogun

Course description:

The aim of Physical and Health Education in the MYP is to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Students must be able to analyse, synthesize, and evaluate plans and performances. Students will apply the Coach-Client model which is a peer-facilitated strategy in which students are assessed both as a coach and as a client (coached player or performer).

Units of Study:

Year 10 Units of study Focus on developing knowledge and understanding of principles that underpin physical and health activities	Year 11 Units of study Focus on applying knowledge and understanding to produce a performance development plan for a client to improve identified weakness
1. The Skeleton 2. The Muscles 3. Coaching and leadership skills 4. Fitness components 5. Training Methods 6. Skills in sport 7. Observation and analysis 8. Practice Coursework tasks Par q, client profile	1. Recap identified Year 10 units of study 2. Complete Task 1 Knowledge and understanding activities collating data and information about your client 3. Complete Task 2 Planning activities for your development plan 4. Complete Task 3: Prepare video footage of your playing ability skills/gameplay 5. Complete reflection activities as coach and client

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Knowledge and Understanding
Criterion B - Planning for performance
Criterion C - Applying and performing
Criterion D – Reflecting and improving performance

Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes. Similarly, criterion C focuses on applying skills and performing through physical activity.

Assessments will cover a range of formats, through verbal questioning and answering in lessons, written quizzes, written end of topic tests, planning and leading coaching sessions. Students will produce performance development plans in fitness and chosen sports, complete observations of practical performances and complete written and verbal reflection tasks.

There is no examination, Students will complete 100% coursework for their final grade. Students will be required to submit an ePortfolio of evidence of their attainment of standards to the examination board.

Physical Health Education MYP 4-5

Head of Department: Ms C Ogun

Course description:

This course is compulsory for all students.

Physical Education contributes to the overall education of young people, by facilitating learning that leads to success, achievement and provides the opportunity for them to lead full and valuable lives, through engaging in purposeful physical activity. Through a broad and balanced programme students will be taught to be physically active, developing coordination, control and body management, whilst being involved in problem-solving, communication with others and team-building which can assist in developing social attitudes and behaviour. Students will be encouraged to understand the importance of a healthy lifestyle through participation in and enjoyment of a variety of activities and environments.

Units of Study:

Year 10 Units of study Focus on developing gameplay and team strategies	Year 11 Units of study Focus on developing gameplay and team strategies
1. Health and fitness (Including baseline testing) 2. Invasion games: basketball, football & netball, 3. Athletics 4. Striking and fielding games: rounders, cricket & softball 5. Net and wall games: volleyball, badminton & table tennis 6. Swimming activities: water polo & lifesaving	

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Knowledge and Understanding
Criterion B - Inquiring and designing
Criterion C - Processing and evaluating
Criterion D – Reflecting on the impacts of science

Assessments will cover a range of formats, through verbal question and answering in lessons, written quizzes, Student performance plans in specific activities, observations of student practical performances and coaching skills, written and verbal reflection tasks.

Students will be assessed through their practical performance in each sporting activity within the curriculum (criteria C). In addition to this students will either be assessed in at least one other criterion within that activity. This could be Criteria A (knowledge of key terminology and rules of the game), Criteria B Planning (a dance routine, a warm up or a skill session to lead to others) or Criteria D Reflect and Evaluate (your own or a peer's performance within chosen activity).

Each assessment criterion will be assessed summatively at least twice over the academic year.

Islamic MYP 4-5

Head of Department: Mr M El Awadi

Course description:

Years 10 and 11 of the IB MYP programme in Islamic are centered around the nurturing of the students' ability to analyse, create, and evaluate a range of texts. Students will be expected to interpret accurately the meanings of verses of the Qur'an Surahs included in the Curriculum. During this final phase of the MYP programme; students are encouraged to become more critical in their thinking, challenge ideas and concepts by justifying their opinion and ideas, and become more independent and analytical.

Students will analyse The quraan Verce and evaluate the effects and impact of creator's choices on the audience. Students are provided with the skills needed to make connections between texts that differ in genre, style, and context, whilst comparing and contrasting how creators' perspective(s) on shared global topics/issues are communicated. Students will explain comprehensively the meanings of two of Allah's names; Al-Mughith, Al-Halim (The Saviour, The Forbearing), their social impact and their links between the work and worship in Islam. Students will develop an awareness of the History of Islam.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Divine Revelation (Qur'an Hadith) and societal issues 2. Islamic Values 3. Islamic Creed	1. Islamic Rulings and their Higher Purposes (Aḥkām wa Maqāṣid) 2. Prayers for Certain Occasions; Eclipse, Rain and Guidance 3. Prophet's Biography & Personalities

Assessment:

Students will sit an MOE assessment. As such, the formative and summative tasks throughout the year will prepare students for this external exam.

Criteria A- Analyzing
Criteria B- Organizing
Criteria C- Producing text
Criteria D – Using language

Assessments will cover a variety of themes of Islamic education and the concepts of the Qur'anic surahs.

Non-Islamic Studies

Non-Islamic students undertake an alternative curriculum during Islamic lessons. These are not MYP subjects however they do allow students to develop both their ATL skills and IB learner profile skills through a range of practical work and independent projects.

Design Award – Year 10

Students will develop their creative and critical thinking skills through investigating, designing, planning, creating and evaluating products. Design can help students to adapt to new experiences, approach problems with the appropriate skills and techniques and develop creative and innovative solutions. Throughout the course, students will solve problems and provide practical solutions. Students continue to use their research/analysis skills as well as gain experience in using technologies in order to design and create solutions to real world problems. Students will go through various stages of the Design Cycle in order to produce a successful product combining both Digital and Product Design. Students will understand how Design helps the world to move on.

Units of Study:

1. Designing a Board Game
2. A better Eco-friendly product
3. Clock Design challenge
4. Eco-friendly furniture

Assessment:

Students will be assessed throughout the units of study against the following Criterion:

- Communication
- Collaboration
- Creativity and
- Critical Thinking

Arts Award – Year 11

Students will develop their leadership skills through the Arts in a series of projects of their choice in Visual Arts, Theatre or Music. They will embark on a process of identification, investigation and creation of a product through a series of stages:

- Mind mapping – What are we curious about?
- Narrowing down
- Pitching – An oral presentation to their peers on their chosen product to explore and create.
- Peer approval and project agreement
- Investigation and creation of the product.
- Presentation of the final product.

Examples of projects and products chosen by students include:

- Designing a Formula One Helmet and Uniform
- Understanding Emotions and Colours in Art
- Comedy Sketch Show
- Public Service Announcements on a range of topics including Anti-bullying and Body Dysmorphia.

STREAM F1 in Schools Challenge MYP 4

Head of Department: Mr J Swartz

Course description:

This course is for Year 10 students only.

As the world's biggest and most exciting competition, F1 in Schools is a multi-disciplinary challenge, in which teams of students use CAD/CAM software to collaborate, project manage, design, analyse, manufacture, test and then race miniature compressed air-powered F1 cars down a 20 metre track. As part of the process, teams must also raise sponsorship and manage budgets to fund research, marketing, team branding, travel and accommodation. Working in teams of between 3 and 6, each student is assigned a role. The team prepares a project and business plan, develops a budget and raises sponsorship. Teams are encouraged to collaborate with industry and to forge business links. Using 3D CAD (Computer Aided Design) software, the team designs a miniature Formula One car, then aerodynamics are analysed for drag co-efficiency in a virtual-reality wind tunnel using Computational Fluid Dynamics Software (CFD).

Units of Study:

1. **Teamwork:** In this unit, students will be introduced to the Project. Students will be divided into mixed ability teams of 3-6 team members and will decide upon a structure for their team.	4. **Design and Build:** In this unit, students will build a chassis and design & build a bodyshell. Students will use their knowledge of forces and aerodynamics to design and make a streamlined body shell to cover their chassis.
2. **Team building:** In this unit, students will work as a team and develop a team identity, using research to help inform decision making and development of ideas.	5. **Test and Modify:** In this unit, students will test and modify their racing car. Using their knowledge of aerodynamics and forces to inform their decision making.
3. **Research:** In this unit, students will assemble a racing car chassis, by carefully following instructions, and will then explore aerodynamics in order to design a body shell which will streamline the shape of the car.	6. **Race:** In this unit, students will showcase what they have learned over the project by working as a team. Presenting their idea and speaking about their experience. Pupils will compete in teams, challenging their peers at a fun and exciting race day.

Assessment:

We will assess the "STREAM Mindset" by looking for evidence that our students:

- Ask a lot of questions
- Understand that it is safe to fail
- Attempt out of the box ideas
- Demonstrate persistence when faced with a challenge and
- Take ownership of their learning.

We will monitor progress against the "4 C's rubric" in the areas of:

- Communication
- Collaboration
- Creativity and
- Critical Thinking
- We will assess Students' "STREAM Skills" where they show evidence of being: Idea Generators, Productive Planners, Data Analysts, Materials Masters, Detailed Designers and Creative Communicators.

Enterprise (MYP 4)

Head of Department: Ms E Gorman

Course description:

This course is for Year 10 students only.

Year 10 students will be learning how to create and develop enterprise opportunities and identify the skills needed to manage changes. Students will work within the remit of F1 (Formula 1) and STREAM. They will use their skills to complete a project that integrates both entrepreneurship and STREAM. The focus is on creating a Business Plan for their chosen business idea.

Units of study:

Entrepreneurship	Skills and characteristics of successful entrepreneurs
Costing/Finance	Identify costs, how to present them and the uses of information.
Human resources	Explain who is involved in the enterprise and the roles they take on. Follow recruitment processes.
Location	Identify suitable location for the business to be based. Analyse the choices.
Marketing	Identify the market, analyse options for suitable mediums.
Presentation skills	Complete the business plan and present to a suitable audience

Assessment – This is a Non-Portfolio Course. Student progress will be monitored and the outcomes of each section of their Business Plan will be reported upon.