The International School of The Hague

# ISH MYP Guide for students in Years 10 and 11

# Table of Contents

**TC**

**Introduction**                                                                                   **Page**

# Introduction

This guide gives you important information about the curriculum in Years 10 and 11 at The International School of The Hague (**ISH**). You can find more detailed information about the syllabus offered in each subject in the MYP Subject Information guide. Other important documents that you need to be aware of are:

▶ The ISH Referencing Guide for your year group shows you how to cite sources correctly
▶ The ISH Academic Integrity Policy
▶ The ISH Behaviour Policy
▶ The ISH Promotions Policy

Together these documents give you a complete picture of our school.

In January of Year 9 you have chosen a package of subjects that you follow over the last two years of the MYP: Years 10 and 11. Your subject package is made up of seven compulsory subjects and a number of electives. You must take a minimum of nine subjects (seven compulsory and two electives) to a maximum of 10 subjects (seven compulsory and three electives). In addition, all students have two mentor group lessons per week. During Year 10 you will also begin work on your Personal Project.

## *What does the MYP offer you in Years 10 and 11?*

The IB Middle Years Programme **(IB MYP)** is a curriculum framework developed by the International Baccalaureate (IB), the same organisation that has developed the IB Diploma Programme **(IBDP)** and the IB Career-related Programme **(IBCP). Through the MYP at ISH, we aim to encourage you to pursue personal excellence by being a curious, connected and compassionate learner**.
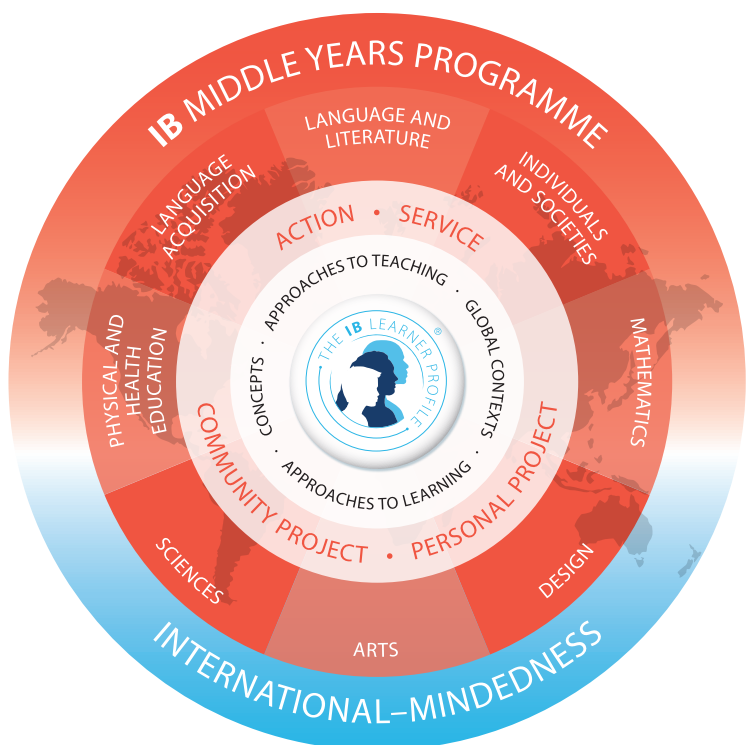
# MYP Concepts and Global Contexts

Your learning will be centred on the understanding of **Key Concepts** or **Big Ideas** in **Global Contexts**. The work you do will be organised into units of work/inquiry. The aim is to make your learning engaging and help you see connections between what you learn in class and life outside school.

The **Key Concepts** help you to develop knowledge and understanding within and across different subjects. For example, the concept of Change in History will help you to understand how individuals and societies have changed the world while in Integrated Science you will focus on change in the natural world.

The **Global Contexts**, such as Fairness and Development, will help you to make connections between your own experience and the wider world and become more internationally minded.  At certain times in the year you will work on an **interdisciplinary unit (IDU)** that will include two or more subjects to make explicit connections between concepts and learning in different subjects.

# Languages: Language and Literature/Language Acquisition

In the MYP, we offer a range of languages at various levels. Languages are offered in two subject groups: Language and Literature, and Language Acquisition.

The **Language and Literature** subjects are intended for students who are proficient in the language. The language of the literature being studied is generally the students' home language, dominant language or identity language, or it may be a language in which you have become very proficient (usually English).

The **Language Acquisition** subjects are additional language learning programmes intended for students who are studying the language as an additional or foreign language.

The languages which are part of the taught curriculum are **English, Dutch, French, German** and **Spanish**.  In line with IB requirements, all students study in every year of the MYP at least one language acquisition language and one language and literature language, or alternatively two language and literature languages. All students in Years 7 - 11 take English and Dutch (the language of the host country) as compulsory subjects at our school. In addition, we also provide opportunities for you to develop or sustain your home languages or acquire or develop additional languages that are not taught as part of the curriculum.

## Mother Tongue

Not all students' home or identity languages are offered within the ISH curriculum. However, as stated in our school's Language Policy, we consider it important for you to maintain a high level of competence in your own language.

At ISH, we offer opportunities for you to  study your home language outside the regular school curriculum. Our mother tongue programme provides you with the opportunity to develop or sustain your languages through lessons that are taught by private tutors who are paid directly by your parents. Lessons are offered in a variety of languages such as Italian, Portuguese, Russian, Swedish and Mandarin. Many of these lessons take place on Wednesday afternoons when lessons for all students finish at 14.05.

# IB Learner Profile and the ISH Community Profile

At ISH we offer opportunities for you to become an active and caring member of local, national and global communities and develop international mindedness and intercultural understanding through the attributes of the **ISH Community Profile**.

We want you to learn how to collaborate, act with compassion and become a responsible global citizen, able to understand the ongoing and inevitable global opportunities and challenges we face.

We expect your learning to be an active process where you make connections between new ideas and prior understandings; your learning should be a process of change and personal growth.

## ISH Community Profile

The International School of The Hague
of The Hague

The International School of The Hague Community Profile is used to promote intercultural learning and develop global citizenship. It is based on the IB Learner Profile, the concept of international mindedness, the IPC Personal Goals and the ISH Guiding Statements. Different departments in the school are encouraged to develop subject-specific and/or age-appropriate adaptations for the attributes in the profile.

**At ISH we are global citizens who strive to be:**
Curious, connected and compassionate!

**Creative**
We value creative processes and innovation even when the results are unpredictable and surprising. We create ideas individually and in diverse groups across the whole range of subjects and beyond. We respect and celebrate the creativity arising from our different cultural backgrounds.

**Principled**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Resilient**
We persevere with a task, are capable of acknowledging disappointment and adapting when we are not successful straight away. We strive to achieve the best possible outcomes and support each other. We welcome the learning opportunities provided by difficulties and challenges.

**Open-minded**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Inquirers**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Caring**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Knowledgeable**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Risk-takers**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Thinkers**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Balanced**
We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

**Communicators**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Reflective**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# How will your work be assessed?

The aims of assessment in all your subjects are to judge how well you have learned and what you can do, to identify your strengths and areas for further development and to **help you to improve your learning**.

Your progress and level of achievement will be continuously assessed by your teachers. In other words, assessment is ongoing (formative) and not just based on one or two major tests at the end of the term or year. It is therefore important that you work steadily from week to week and try to complete all of the assignments set by your teachers.

There will be a variety of types of assignments in each subject. These could be short question and answer assignments, essays, projects, presentations, tests, investigations or performances. You will complete some assignments individually and others as part of a group. Some assignments will be completed in class, others as homework. At certain key points in the year, you may be asked to **reflect** on and grade your own performance; this is called **self-assessment**. At other times, you might be asked to assess the performance of fellow students; this we call **peer-assessment**. In order to give you exam experience, you will participate in a 'Test Week' towards the end of Year 11. During Test Week, you have only assessments and no lessons. These assessments, however, are only one part of your overall assessment. These assessments, however, are only one part of your overall assessment.

Your work will be graded according to **criteria** set by the IB that will be explained to you in class. Your teachers will give you a copy of the assessment criteria for each subject at the start of the year. Each subject has its own set of four criteria (such as understanding, investigating, analysing, and communicating) against which your work is assessed, with a maximum achievement **level** of 8. All summative assessments will assess your performance on one or more of the criteria and you will be awarded a level between 0 and the maximum 8. Before issuing a report grade, your teachers will determine the level in each criterion that best describes your level of understanding and skills at the time of reporting. The final levels are added up to give an overall level of achievement for a particular subject. These different levels of achievement correspond to a **grade** on a **1 to 7** scale. The table on **page 9** describes each level. The assessment criteria and rubrics are the same for Years 10 and 11. However, the assessment tasks will be more advanced in Year 11.

## Assessment overview

This overview shows you the criteria for each subject group. Your teachers will provide you with the descriptors for each achievement level for the different criteria.

| Subject Group | Criterion A | Criterion B | Criterion C | Criterion D |
|---|---|---|---|---|
| Language and Literature | Analyzing | Organizing | Producing Text | Using Language |
| Language Acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating in response to text | Using language in spoken and/or written form |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real world contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating |
| Personal Project | Investigating | Planning | Taking action | Reflecting |
| Interdisciplinary Learning | Disciplinary Grounding | Synthesizing | Communicating | Reflection |

# Grade boundaries and descriptors for grades 1 - 7

These are the grade boundaries that used to calculate your report grades

| Grade | Boundary guidelines | Descriptor |
|:-----:|:-------------------:|------------|
| 1 | 1-5 | Produces work of very limited quality. |
| 2 | 6-9 | Produces work of limited quality. |
| 3 | 10-14 | Produces work of an acceptble quality. |
| 4 | 15-18 | Produces good-quality work. |
| 5 | 19-23 | Produces generally high-quality work. |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. |
| 7 | 28-32 | Produces high-quality, frequently innovative work. |

# Reporting your progress

The school uses **ManageBac** to record and report your performance on an ongoing basis throughout the year. Once teachers have marked your summative work, they will upload the results to ManageBac. You will be informed by email that results have been uploaded and can be viewed.

You will receive a **progress report** in November, with feedback from your teachers on your **'Behaviours for Learning'**: *meeting ISH learning expectations for learning; behaving in a respectful, responsible and safe manner; bringing required materials for learning to lessons; and meeting deadlines.*

In January and July you will receive a detailed **MYP report**, which includes your current achievement levels in **all assessment criteria** in all of your subjects, an overall IB grade (from 1-7) for each subject and 'Behaviours for Learning' feedback from your teachers.

In addition, you will receive an **interim grade report** in April, with updated achievement levels in all of the assessment criteria for each subject.

## Changes to a your subject package in Year 10

**Dropping a subject**
You may drop a subject at the end of Year 10 but not throughout the year. Requests to drop a subject must be confirmed by the last day of school before the summer holiday.

**Adding a 10th subject**
Until the October holiday in Year 10 it is possible to add a 10th subject, if the following conditions are met:
▶ the subject fits in the your time table
▶ the class size allows it (25= max, 20= max for labs)
▶ the change is agreed in consultation with the Subject Area Leader (SAL), Year Leader and Deputy Head Academic (DH Academic) IBMYP.

**Moving from one level to another within a subject**
Students may move from one level to another within Mathematics and Languages if the subject teacher and SAL advise and the change is agreed in consultation with the Subject Area Leader (SAL), Year Leader and Deputy Head Academic (DH Academic) IBMYP.

## Changes to a your subject package in Year 11

**Dropping a subject**
You may only drop a subject in exceptional circumstances and provided the minimum requirements as described in the Subject Choices Instructions for Year 10 and 11 are met.

**Adding a subject**
It is not possible to add a subject in Year 11, unless exceptional circumstances apply. The decision rests with the Deputy Head Academic IBMYP.

**Moving from one level to another within a subject**
Moving from one level to another within Mathematics and Languages is not recommended after the October holiday. However, exceptions may apply on the advice of the subject teacher and SAL. For all the above-mentioned changes, internal procedures (drop/change form including necessary signatures from parents, SAL and Deputy Head Academic IBMYP) must be followed.

The Vice Principal Academic reserves the right to accommodate student's wishes in exceptional cases.

# ISH guidelines for homework in Years 10 and 11

Homework is work done outside class time primarily at home or in a study period to prepare for the next lesson, to complete assignments and prepare for tests. Such work could include: learning new material, revising, doing exercises, completing projects, writing lab reports, reading literature and practising an instrument.

## Purpose of homework in MYP

You:
▶ develop ATL skills such as planning and organization
▶ learn to work independently and consolidate what you have learned in class
▶ complete extended pieces of work
▶ prepare for assessments.

## Amount of homework per week

The amount of time per week that you can be expected to spend on homework will vary depending on your abilities and needs. In Years 10 and 11, you can be expected to spend approximately 60 minutes per subject per week.

**General rules for Years 10 and 11**
▶ You are expected to complete the homework set by your teachers.
▶ Language and Literature and Language Acquisition (Dutch/French/German/Spanish) phases 4/5 and English Language Acquisition all levels need an additional 30 minutes weekly for reading.
▶ You are expected to record the homework. The teacher also puts the larger homework assignments on ManageBac via messages.
▶ Homework is due at a time and date that correspond with a lesson.
▶ No homework is set for the holidays; consequently no submission dates should be given for the first day back after a holiday.
▶ Generally homework is not set for the following day and larger homework assignments are not set for the following day.

# What happens if you do not hand in your work on time?

Throughout the Middle Years Programme (MYP) you develop a range of Approaches to Learning (ATL) skills. These skills support your learning and performance in the MYP. Self-Management plays a critical role not only in your performance in school but also later in life. At ISH we therefore place great importance on you meeting deadlines. The school's Late Work Protocol is applied if you do not meet deadlines.

## Summative Work

▶ You have an obligation to complete their summative work by the deadline (on time).

▶ If you fail to complete your summative work on time, the teacher informs your parents and signs you up for the next available Summative Catch-up Afternoon.
  - The work that you submit at the end of the Summative Catch-up Afternoon is considered as the final version of the summative assessment.
  - If no work is submitted or if you do not attend the Summative Catch-up Afternoon, achievement level 0 is awarded, as this means that you have refused to submit work that would reach a standard described by any of the descriptors in the assessment criteria. The teacher informs your parents, mentor and subject coordinator by email. The teacher enters the zero for the missed work on ManageBac and adds a comment to explain why a zero has been awarded.

▶ In the event of exceptional or unforeseen circumstances e.g. illness, family bereavement, special national/family celebration or other valid reasons, the teacher can agree on a reasonable extension to the deadline. You must inform the teacher of the situation as soon as you become aware that the original deadline cannot be met. If the work is not handed in by the second deadline, the teacher informs your parents of the missed assessment and signs you up for a Summative Catch-up Afternoon to complete the work.

▶ A missed summative deadline, without an appropriate excuse as defined above, automatically results in *'Occasionally: requires significant improvement,'* for the next Behaviours for Learning report category 'Meets deadlines' in that subject.

▶ Summative assessment tasks done in class, such as tests, cannot be late. If your absence is excused, you will be given an opportunity to do the same or a similar task upon your return to school, either supervised by the subject teacher or during a Summative Catch-up Afternoon. If the absence is unexcused, the teacher informs your parents of the missed assessment and signs you up to the Summative Catch-up Afternoon to complete the work. The teacher also informs your Year Leader, so that repeated instances of missing assessments due to unexcused absence can be tracked and appropriate further disciplinary measures can be taken.

▶ The teacher informs the subject coordinator and your Year Leader by email if you repeatedly miss deadlines. Appropriate disciplinary measures are taken according to the school's disciplinary procedures.

All MYP summative work is assessed against prescribed IB MYP criteria. In order to determine appropriate final achievement levels for each criterion and the final overall IB subject grade at the end of the reporting period, teachers analyse achievement levels awarded during the reporting period. Following the principles of criterion-related assessment, you will be awarded the final
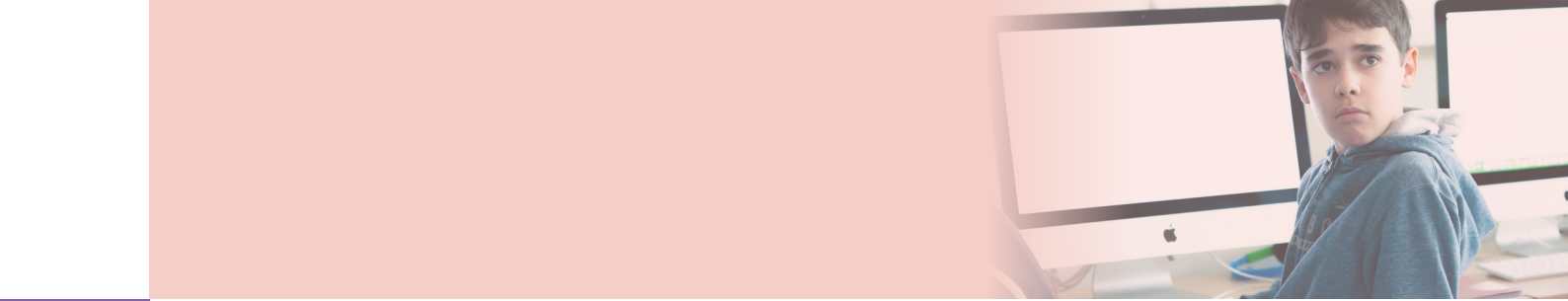
achievement levels that best describe your **current level of skills and understanding** for each criterion, **as evidenced in your summative (and supportive formative) work**.

## Formative Work

▶ You are also expected to meet deadlines for formative pieces of work. If you repeatedly miss a deadline, your teacher will apply disciplinary measures according to the school's disciplinary procedures. The repeated missing of deadlines will also be reflected in your Behaviours for Learning report grade in the category *'Meets deadlines'*.

# Requirements for Service as Action

At ISH we not only want you to do well in your studies, we also want you to become responsible and caring citizens. As an IB school, we embrace the mission statement of the IB, which strives to develop **"caring young people who help to create a better and more peaceful world through intercultural understanding and respect."** To support the achievement of this aim ISH requires you to participate in **Service and Action (SA)** programme, as established by the IB MYP.

All students in Years 7 -11 are required to participate in approved SA activities and to reflect on their experience using the online journal. Your mentors will guide you in choosing the most appropriate activities and will monitor your performance.

You should strive to find a variety of SA activities in order to broaden your horizons. The idea is to find a way to help others, especially someone who is less fortunate than you are. Doing an activity to help the environment or a community is SA. We also encourage you to take part in activities that support local, state, regional, and international causes.

## What is Service as Action?

Service is unpaid and voluntary exchange that has a learning benefit for you as a student. In order for learning and development to occur SA should involve:
▶ authentic, purposeful activities, that meet the outcomes established by the MYP
▶ reflections on the outcomes and personal learning
▶ commitment

## What is NOT Service as Action?

▶ Any activity in which you receive a tangible benefit such as a school award or payment is not SA.
▶ All forms of duty within the family or family friends cannot be used for Service and Action. (e.g. mowing the lawn, making dinner, babysitting, cleaning, gardening, pet-sitting, grocery shopping, etc.)

## Why are reflections important?

Reflection is an essential component of the SA requirement. It helps you to become more aware of the needs of the community, your responsibilities and the contributions that you can make to help to create a better and more peaceful world. The SA MYP Reflection should be filled out once the activity is completed. You will do your reflections in your online journal in ManageBac.

## What are the Learning Outcomes for Service as Action?

Before taking on a SA activity, you should consider whether through the activity you would achieve the Learning Outcomes listed below:
▶ This activity is a new challenge for me
▶ This activity allows me to work collaboratively with others
▶ This activity requires my perseverance and long term commitment
▶ This activity allows me to develop new skills
▶ I can connect this skill to my academic learning

## What are the requirements for Service as Action Learning Activities?

Students are required to complete all outcomes through:
- two **long-term activities** (long term is defined as an activity that lasts longer than a month and requires extended commitment)
- two **school-run activitie**s (a list of suitable learning activities will be provided to all students)
- reflections for the four activities in which you demonstrate that the learning outcomes have been met
- providing **evidence** for all four activities

## What are the grade boundaries for Service as Action?

In order for you to successfully complete the SA requirements, all of the learning outcomes must be achieved through the activities and reflected on over the course of the year. You will receive a **'Complete'** or **'Incomplete'** as a grade on your report card. Outstanding Service will be recognized during award ceremonies in school.

## How can students fulfil their activities?

Activities offered through the school programme provide opportunities for you to meet the SA requirements as they involve working in groups/communities for a common goal.  Involvement in groups outside the school is also encouraged as worthwhile activity that suit the SA programme.

## How many reflections do students need to write?

All students need to complete reflections for their activities. For **each long-term activity** you will need to complete **two reflections, one reflection at the beginning of the activity and the other when the activity has been completed**. For each **short-term** activity, you need to complete **one reflection**.

## What type of Activities are students allowed to do? What constitutes an Activity?

**Long-Term Activities are classified in groups.**
Examples of Long Term Activities in relevant groups:
- One Sport (inside or outside School)
- MUN: all MUN events are considered ONE Activity: Thimun, HagaMun, Demun, MiniMUN, MunISH etc.
- Music (trombone, Piano, Orchestra, Musical recitals) - Inside or outside school
- Hungry Mind Activities (all activities done within the Hungry Mind centre are considered ONE long-term activity- Students need to commit to at least six events at the Hungry Mind)
- Primary Home Language Program
- Student Council
- GIN: all initiatives that go within GIN are considered ONE activity: Silverback Engineering, FeminISH, Greening of the ISH, Project Kenya, etc.
- Helping disabled children at Stables (Madurodam)

**Examples of school-run activities include:**
- School Picnic
- TEDx
- International Day
- Primary Halloween Party
- Spring Fair
- Philosophy Club
- French Bazaar
- Charity Cards
- Shoe Box Charity Project
- International Morning
- Helper of the Month for a Mentor or Teacher

This list of activities will be continuously updated on the ISH SA page, on the ISH VIBES Google Doc and in ManageBac.

**NOTE:** All fundraising events (such as bake sales, sushi sales, soap sales, etc.) should be categorized under the activity that you are raising funds for: e.g. School for Girls in India (all things done towards this activity are going to be categorized under the Main activity - Soap sale, drive sale, etc.)

**Why am I not allowed to just write 'Bake Sale' as an activity?**
We want to encourage participation and reduce the number of reflections you are writing; this can only be done if you group the activities into the main events or categories they correspond to.

**What steps do you need to follow to earn your Service as Action?**

- Before you start an activity you must first receive **approval**
- **Complete the form** located on the Service as Action ManageBac page. It is important to complete this form as detailed as possible to make the approval phase faster. If the event takes place during a school vacation, email the Service as Action coordinator, Mrs.Lira d.lira@ishthehague.nl for approval
- **Note:** Approval on ManageBac does not mean you have been enrolled in the activity. It just means that the activity has been approved as a Service as Action activity. In order to sign up for an activity you need to make sure you follow the instructions sent to you by email or via Service as Action board area
- **For short term activities, once the activity is complete you need to write 1 reflection; for long term activities you should write 2 reflections - one at the beginning of the activity and one almost at the end** or at the end in ManageBac. This step is perhaps the most important one. The aim of Service as Action is to help you to develop into a compassionate, concerned global citizen, and the reflection questions are intended to prompt thoughtfulness as well as getting you to think about your own strengths and limitations.
- **Please note:** Family members and close relatives may not be your Service as Action supervisor.

# What is the Personal Project?

You are introduced to the Personal Project in the Spring of Year 10 and your project has to be completed in Year 11. The Personal Project is the best example of independent learning that you will encounter in the two final years of the MYP. You must complete the Personal Project to pass the year. Completion is defined as:

▶ Arranging and attending at least six meetings with the supervisor
▶ Producing a product
▶ Writing a report of 2000-3500 words (or equivalent, if other format chosen)
▶ Attending the evening of the Personal Project Exposition

Your Personal Project is subject to external moderation by the IB, and the grades are released by the IB in September of Year 12.

The aims of the MYP Personal Project are to allow you to:

▶ engage in personal inquiry on issues that are relevant to you, through a global context as a framework for learning
▶ demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
▶ reflect on your learning and knowledge both on your own and with others
▶ move towards thoughtful and positive action
▶ develop confidence as a lifelong learner.

The Personal Project is an self-directed piece of work based on a topic of personal interest that you do outside the normal lessons. The project can take many forms, such as an original work of art, an original science experiment, a business plan, and many more. The Personal Project reflects your Approaches to Learning (ATL) skills and your understanding of the six Global Contexts (Identities and Relationships, Orientation in Time and Space, Personal and Cultural Expression, Scientific and Technical Innovation, Globalization and Sustainability, Fairness and Development) used in the MYP. The project's goal must be clearly focused on one Global Context. The Personal Project consists of three components: a process journal, a product/outcome and a report. You will be assigned a supervisor to guide you through the process.

More detailed information on the Personal Project is provided in Personal Project folder under Files tab in **Managebac**.

# Requirements for successful completion of the MYP in Year 11
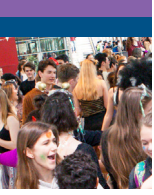
On successful completion of Year 11, you will be awarded an ISH Middle School Certificate - 'Successfully Completed'. You are required to have completed the Personal Project and to have obtained a total of 32 points (28 points if you have no Language & Literature) from eight subject groups.  The best grade from each of these six subject groups: Language and Literature, Language Acquisition (or a second Language and Literature), Individuals and Societies, Mathematics, Sciences; one subject from: Arts, Physical and Health Education, and Design), and the best two other subjects must contribute to the points total. You must also have met the school's requirement for Service as Action.

Students who are registered with the IB will be eligible for the award of the IB MYP Course Results document. This document, issued by the International Baccalaureate (IB), gives the grade you receive for the MYP Personal Project.

# What does ATL mean for you?

The student is at the centre of our MYP philosophy and as a school, we place great emphasis on learning. Learning does not stop when you leave the classroom or the school. So many things keep changing in today's world that all of us have to be open to new concepts and techniques throughout our lives. Therefore, the aim is to help you become an independent, life-long learner.

Different people learn best in different ways. This is why we try to help you understand how you can develop your own Approaches to Learning and what kind of strategies you can use to study more effectively. You will be encouraged to look at your own progress and be critical of your own ideas and those of others.

People who are successful at school and in life often have certain skills in common. Some of these, you will have started to develop already. In Years 10 and 11, you will work on improving your ATL skills in the following categories:

1. Communication, e.g. using a variety of techniques and media for speaking and writing, reading critically and taking effective notes

2. Social skills (Collaboration), e.g. exercise leadership and take on a variety of roles within groups, listening actively to other perspectives and encouraging others to contribute

3. Self-management (Organisation, Affective skills, Reflection), e.g. managing your time and tasks, demonstrating persistence and developing new skills as well as strategies for effective learning

4. Research (Information literacy, Media literacy), e.g. making connections between various sources of information, using the MLA referencing system and understanding the impact of media

5. Thinking (Critical thinking, Creative thinking, Transfer), e.g. recognising bias, developing opposing or contradictory arguments as well as applying skills and knowledge in unfamiliar situations

At ISH, we stress the importance of you taking ownership of your own academic progress – working with teachers to achieve your full potential. You will have encountered elements of this already in Years 7 to 9, for instance through projects in various subjects. However, in the final two years of the MYP the idea of taking responsibility for your studies takes on even greater significance. Like the IB Diploma Programme and IB Career-related Programme, the MYP requires you to be proactive in your approach to your studies and to use your skills in the five ATL categories mentioned above. Successful students in Years 10 and 11 have 'learned how to learn'.

# How should you present your work?

Unless your teacher advises you otherwise, please follow the guidelines below.

**Hand written work**
▶ On A4 paper
▶ Your name and mentor group on the left
▶ Your teacher's name on the right
▶ The date under the teacher's name on the right
▶ A title
▶ A margin on the left
▶ Hand-written work in dark blue or black ink
▶ An indentation or skipped line for each new paragraph
▶ Pages are numbered if more than one page

**Digital or printed copy**
▶ Your name and mentor group on the left
▶ Your teacher's name on the right
▶ The date under the teacher's name on the right
▶ A title
▶ Text aligned both left and right
▶ Font size 11 and 1.5 or 2.0 spacing
▶ A clearly legible font such as Arial, Times New Roman
▶ An extra space before each new paragraph
▶ Pages are numbered if more than one page

For **extended pieces of writing** your teacher may require you to include a cover page and table of contents.

## *Naming and Submitting work as digital File Types*

**Naming convention**
It is helpful if you name your work accordingly:
Name_Year_Subject_Topic e.g. **Joel Blogs - Y10 Biology - Energy.PDF**

**File Types and Size**
ManageBac accepts the following file types for upload and annotation of assignments:

**Written Assignments:**
▶ Microsoft Word™ (DOC and DOCX)
▶ Portable Document Format (PDF)

**Images:**
▶ Recommended file types are: JPEG/GIF /PNG /TIFF /BMP

**Videos:**
ISH has a policy which states that **the sharing of images and/or videos which show students is not permitted without express permission**. Therefore, you should store video assignments on your Google Drive and publish the video URL/link to ManageBac. Where necessary, and where permission is granted by a teacher, you may upload a video to your YouTube account, *shared as unlisted*, and publish the URL/link to ManageBac.

When submitting digital material, it is important that the work is posted well before the assignment deadline and that you have checked that the upload has been successful. **Technical problems cannot be used as an excuse for late submission or missing work.**

# How should you organise your work?
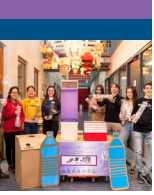
You are encouraged to keep a **digital portfolio in ManageBac**. The portfolio is organised into different folders, such as Personal, Service and Action, and per subject group. All work that you submit via Dropbox in ManageBac is visible in the respective subject group folder in your digital portfolio. Likewise, the work that is graded online appears with the teacher's feedback. You will continue to keep a Process Journal in the Arts, and a Design Folder in Digital Design and Product Design.

It is your responsibility to keep your digital portfolio. If no work is submitted via ManageBac you are expected to upload at least one piece of assessed work for each subject per full reporting session. You will have a minimum of two pieces per year. A minimum of one reflection per full report will also be required.  You may also choose to upload formative pieces of work. Keeping a record of your assessed work will help you to track your progress. Your parents and mentors will also be able to view the work in your digital portfolio.

Work that you hand in as hard copies will be returned to you in class. It is your responsibility to keep the marked work in an A4 ring binder. You are allowed to keep the assessed work unless it is a test or quiz that is used repeatedly and one that students should not see in advance. In this case, the assessed work will be kept in a subject folder in the classroom. You will have access to the folder and parents can view the contents of the folder on request and during the Parent Teacher Student Conference (PTS Conferences).

You are encouraged to organise your work (assessments both formative and summative that have been done on paper, reflections, peer assessments, handouts, etc.) in an A4 ring binder unless all the work is done digitally.

# What is the school's policy on Academic Integrity?

You are required to act in a responsible and ethical manner throughout your participation in the International Baccalaureate (IB) Middle Years Programme (MYP). Being a community based on integrity is part of our school's Guiding Statements: **"We show courage and act with integrity, fairness and respect."** Students of all ages are, therefore, expected to maintain the highest standards of integrity in their academic work and must avoid any form of malpractice.

## *Definitions*

We follow the IB in defining academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

Thus, academic misconduct is a breach of regulations and includes, but is not restricted to:

**1) Plagiarism and duplication of work:**
▶ **plagiarism:** this is defined as the representation of the ideas or work of another person as the student's own;
▶ **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or core requirements;
▶ **any other behaviour which gains the student an unfair advantage** - for example:
  • substantial editorial or compositional assistance,
  • false claims or fabricated references.

**2) Cheating and other types of misconduct during a test or an examination or other summative assessments:**
▶ **cheating and other types of misconduct** - for example:
  • taking unauthorized material into an examination,
  • copying off someone else's exam/ quiz etc.
  • communicating with another student,
  • failing to obey the coordinator's/ invigilator's instructions in a test or examination (e.g. to stop writing at the end of a test or examination, not to write during the reading time).
▶ **any other behaviour which gains an unfair advantage for a student** - for example: receipt of confidential information about examinations, tests or other summative assessments.

**3) Behaviour which gains an unfair advantage for a student or which affects the results of another student:**
▶ **collusion:** this is defined as supporting malpractice by another student, for example, allowing one's work to be copied or submitted for assessment by another;
▶ disclosure of confidential information about examinations, tests or other summative assessments;
▶ **misconduct during a test or an examination** - for example: behaviour that disrupts the examination or distracts other candidates.

Malpractice or attempted malpractice is treated as a serious matter at the ISH and by the IB and will result in a severe penalty.

## Consequences of academic misconduct

Academic misconduct will have serious consequences for students of all ages.

A record of student misconduct will be kept centrally and consequences will be more severe for repeated offences across subjects.

When lack of academic integrity is suspected, students will be interviewed by the teacher and the subject coordinator in an attempt to determine whether the transgression was inadvertent or deliberate. If it was inadvertent, the student may be counseled and will be allowed to revise the work as appropriate. If it was a deliberate act of dishonesty, the procedures outlined in the *ISH Academic Integrity Practices - Secondary 2019* will be followed.

## School-internal summative assessments

**First offence:**
- ▶ The teacher reports the academic misconduct to the Year Leader and also informs the mentor. The teacher should provide a copy of the assignment and the sources where it was copied from (e.g. TurnItIn originality report) which can be used as evidence and shown to parents.
- ▶ The Year Leader informs the parents and invites the student to a meeting to discuss the importance of academic integrity and the consequences of academic misconduct.
- ▶ The student will be required to re-do the work or complete an alternate assessment with honesty and integrity; this has the purpose of providing accurate evidence of the student's achievement. The student will complete the work under supervision (Y7-11 SCA - Summative Catch-up Afternoon).
- ▶ The teacher will mark the work and provide feedback, and give a summative grade/level of achievement for the assessment.
- ▶ An infringement of the Academic Integrity Practices automatically results in 'Occasionally: requires significant improvement' for the category '*Behaves in a responsible, respectful and safe manner.*'

## Repeated offence:

▶ The teacher reports the academic misconduct to the Year Leader and also informs the mentor. The teacher should provide a copy of the assignment and the sources where it was copied from (e.g. TurnItIn originality report) which can be used as evidence and shown to parents.

▶ The Year Leader informs the parents and invites them to a meeting to discuss the importance of academic integrity and the consequences of repeated academic misconduct. The following parties will attend: the student, the student's parents/ guardians and the Year Leader.

▶ The student will receive a 0 grade for the assessment.

▶ The student will serve a Pastoral Detention and will be required to write a paper on the subject of academic ethics and integrity.

▶ The student will be required to re-do the work or complete an alternate assessment with honesty and integrity; this has the purpose of providing accurate evidence of the student's achievement. The student will complete the work under supervision (SCA - Summative Catch-up Afternoon). The teacher will mark the work formatively and provide feedback.

▶ An infringement of the Academic Integrity Practices automatically results in 'Occasionally: requires significant improvement' for the category *'Behaves in a responsible, respectful and safe manner.'*

▶ If a student repeats an act of academic misconduct more than twice this will lead to more severe measures including suspension.

**\*\*The ISH Academic Integrity Policy is a detailed and comprehensive document:** For the full text,  please refer to the school website http://www.ishthehague.nl/

# MYP command terms for Years 10 and 11 at ISH

**Command terms** are words your teachers use in instructions during class, on assessment tasks, for tests and with project work. You also find them in the rubrics for your different subjects. The command terms show the level of thinking that is asked for or that you have achieved. For example, repeating a definition you have studied is much easier than analysing a concept.

Your teachers will help you to understand the meaning of the command terms and whether they require higher or lower level thinking skills. You should also study the command terms on your own. Our aim is that you know what to do when you are asked, for example, to 'describe' instead of 'discuss'. This allows you to achieve the best result possible – instead of losing marks because you did not fully understand the instructions.
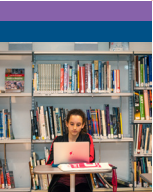
On this list, you will find 65 command terms and their definitions. The command terms marked with an asterisk (*) usually require higher order thinking skills.

| Command term | Definition |
| --- | --- |
| Analyse* | Break down in order to bring out the essential elements or structure to identify parts and relationships, and to interpret information to reach conclusions. |
| Annotate | Add brief notes to a diagram, graph or text. |
| Apply | Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".) |
| Calculate | Obtain a numerical answer showing the relevant stages in the working. |
| Classify | Arrange or order by class or category. |
| Comment* | Give a judgment based on a given statement or result of a calculation. |
| Compare* | Give an account of the similarities between two (or more) items or situations, referring to both / all of them throughout. |
| Compare and con-trast* | Give an account of the similarities and differences between two (or more) items or situations, referring to both / all of them throughout. |
| Construct* | Display information in a diagrammatic or logical form. |
| Contrast* | Give an account of the differences between two (or more) items or situations, referring to both / all of them throughout. |
| Create* | Evolve from one's own thought or imagination, as a work or an invention. |
| Critique* | Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".) |
| Deduce* | Reach a conclusion from the information given. |
| Define | Give the precise meaning of a word, phrase, concept or physical quantity. |
| Demonstrate | Make clear by reasoning or evidence, illustrating with examples or practical application. |
| Derive* | Manipulate a mathematical relationship to give a new equation or relationship. |
| Describe | Give a detailed account or picture of a situation, event, pattern or process. |
| Design* | Produce a plan, simulation or model. |
| Determine* | Obtain the only possible answer. |

| Develop* | **Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.** |
|---|---|
| Differentiate* | Obtain the derivative of a function. / Notice the difference. |
| Discuss* | Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence. |
| Distinguish* | Make clear the differences between two or more concepts or items. |
| Document* | Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a bibliography. |
| Draw | Represent by means of a labelled, accurate diagram or graph. Show information in picture or mind-map form. For diagrams and graphs: Use a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve. |
| Estimate | Obtain an approximate value for an unknown quantity. |
| Evaluate* | Make an appraisal by weighing up the strengths and limitations. (See also "Critique".) |
| Examine* | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. |
| Explain | Give a detailed account including reasons or causes. (See also "Justify".) |
| Explore* | Undertake a systematic process of discovery. |
| Find | Obtain an answer showing relevant stages in the working. |
| Formulate* | Express precisely and systematically the relevant concept(s) or argument(s). |
| Hence* | Use the preceding work to obtain the required result. (not a verb but an important term) |
| Otherwise* | It is suggested that the preceding work is used, but other methods could also receive credit. (not a verb but an important term) |
| Identify | Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature. |
| Integrate* | Obtain the integral of a function. / Combine or unite. |
| Interpret* | Use knowledge and understanding to recognize trends and draw conclusions from given information. |
| Investigate* | Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions. |
| Justify* | Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".) |
| Label | Add title, labels or brief explanation(s) to a diagram or graph. |
| List | Give a sequence of brief answers with no explanation. |
| Measure | Obtain a value for a quantity. |
| Observe | Watch or notice. Regard with attention, especially so as to see or learn something. |
| Organize | Put ideas and information into a proper or systematic order. |
| Outline | Give a brief account or summary. |
| Plot | Mark the position of points on a diagram. |
| Predict | Give an expected result of an upcoming action or event. |

| Present | Offer for display, observation, examination or consideration. |
|---|---|
| Prioritize | Give relative importance to, or put in an order of preference. |
| Prove* | Use a sequence of logical steps to obtain the required result in a formal way. |
| Reflect* | Think about deeply, consider. |
| Select | Choose from a list, group or text. |
| Show | Give the steps in a calculation or derivation. |
| Show that | Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator. |
| Sketch | Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features. |
| Solve* | Obtain the answer(s) using algebraic and/or numerical and/or graphical methods. / Find an answer or solution. |
| State | Give a specific name, value or other brief answer without explanation or calculation. |
| Suggest* | Propose a solution, hypothesis or other possible answer. |
| Summarize | Abstract a general theme or major point(s). |
| Synthesize* | Combine different ideas in order to create new understanding. |
| To what extent* | Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence. (not a verb but an important term) |
| Trace | Follow and record the action of an algorithm. / Follow something (often going back in time). |
| Use | Apply knowledge or rules to put theory into practice. (See also "Apply".) |
| Verify* | Provide evidence that validates the result. |
| Write down | Express in writing / obtain brief answer(s) by extracting information. For Mathematics and Sciences: Little or no calculation is required. Working does not need to be shown. |

Curious, Connected and Compassionate