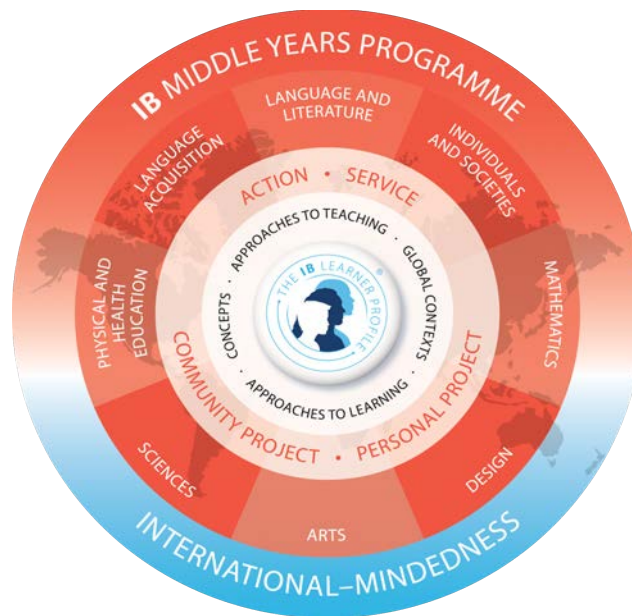




Ecole Internationale de Genève
International School of Geneva

Campus des Nations

IB Middle Years Programme Curriculum Guide at International School of Geneva- Campus des Nations (2018-19)





Foreword

The Middle Years Programme at the International School of Geneva, Campus des Nations uses the International Baccalaureate framework for teaching and learning that is followed by all IB World schools offering the MYP. It is a five year programme for students aged 11-16 years old. It is non-selective and inclusive, and the campus offers English as an Additional Language (EAL) and Learning support so that all students can access the programme at every level. The MYP programme is one of the four IB programmes offered at Campus des Nations, Primary Years (PYP), Middle Years (MYP), DIPLOMA (DP) and Careers Programme (CP) providing a coherent continuum of education from pre-school through the final year of schooling.

At Campus des Nations there are approximately 360 students aged 11-16 in the MYP and 175 in the DP/CP programme. In the MYP there are three homeroom classes at each year level with a maximum number of 24 students in each class.

Specialisation within subject groups takes place in the final two years of the programme, but students continue to have access to all eight. The programme is student-centred, inquiry based, concept focused and rooted in global contexts that make learning relevant. Interdisciplinary inquiry is an important element of the programme.

Skills development across 10 skills 'clusters' is important for the students, with the emphasis on 'learning how to learn'. This enables them to become life-long learners with the ability to adapt to a rapidly changing world.

The curriculum content is different in MYP schools to allow for regional flexibility. In Geneva it reflects host country opportunities for enrichment, makes use of local and international facilities and the needs of the student population. The programme is flexible and reflects the Foundation's mission statement and policies.

At its core, the MYP encourages international mindedness, holistic learning and service to the community. It also combines academic rigour and autonomy of each student. Whilst it is a self-contained programme it provides students with sound preparation for post-16 education. It is well articulated with both primary and post-16 IB programmes.

The main features of the curricular framework are:

- clearly defined key and related concepts within and across subject groups
- global contexts for teaching and learning
- Concepts: inquiry-based learning through "units of inquiry",
- service as action
- criterion-related assessment
- emphasis on 'learning how to learn' (Approaches to Teaching and Learning-ATL).

Subjects offered

- Language and Literature - English & French
- Language Acquisition - French & Spanish, German
- Design
- Individuals & Societies



- Physical & Health Education
- Sciences
- Mathematics
- Arts - Visual and Performing Arts

English language and literature includes English classes for all students and French for native and near native speakers.

Individuals and societies includes the study of History, Geography (including some basic Economics) Cultural Studies and Global Issues. Students may opt to take a course in International Relations and Development Studies in the final year of the programme in year 11

Physical and Health Education includes lessons in theory and practice,

Language acquisition 3rd Language classes can be followed in either Spanish or German in years 7 through 10. Students may opt to continue with the third language in the final year of the programme

Sciences are integrated in years 7, 8 & 9. In years 10 and 11 they are studied as separate disciplines. Students take two compulsory sciences in the final year of the programme and may also opt to take a third science.

Arts Students rotate through Drama, Music and Visual Arts during the academic year. Students choose one arts subject in year 11 and may, in addition, opt to take Film Studies.

Mathematics is taught in mixed ability groups providing support, extension and enrichment work for students. From year 10 onwards Mathematics is taught in Standard or Extended classes.

Mentor period is timetabled weekly for students in years 7 to 11 (MYP 1-5).

CLiL/Dual Language Classes (French/English) are offered in Sciences and Mathematics in years 7, 8 & 9.

Dual language classes in Individuals and Societies, are offered in years 7 through 11. Mathematics and sciences years 7 through to 9.

Interdisciplinary Unit years 8-10

In the final year of the programme an options module of three periods a week is offered to students. option subjects are Film, International Relations and Spanish.

Successful completion of the programme in the final year requires students to complete an independent piece of work called "The Personal Project" which is externally moderated by the IB. In addition, students must fulfil the Action Service requirements of the programme that are determined by the school.

MYP students follow an outdoor program specific to their year group, where the development of skills is built up progressively through the years. The activities have inter-disciplinary links and students use the experiences for academic projects when studying, for example, sustainable development, climate change, health, food and nutrition.

This Curriculum guide is designed to give current and prospective parents and students an overview of the International Baccalaureate Middle Years Programme at Campus des Nations.



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The IB Middle Years Programme

The MYP provides a framework for learning that encourages students to become creative, creative, critical and reflective thinkers. It encourages students to make connections between their subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement.

The MYP:

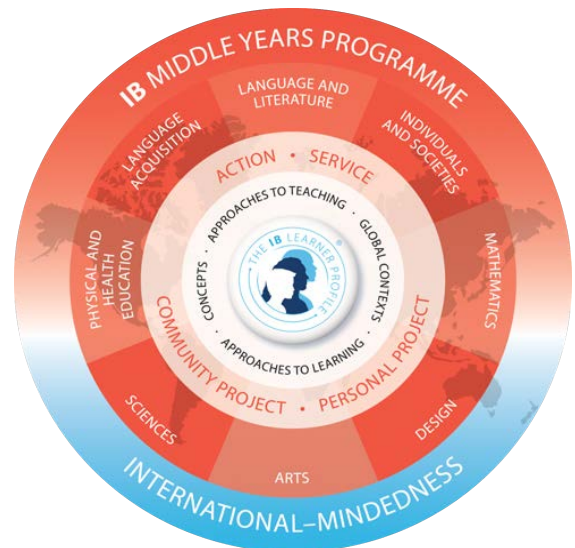
- holistically addresses students' intellectual, social, emotional and physical **well-being**
- provides students with opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**. (IB, 2017)

Further information on MYP can be found here: [MYP General Regulations](#)

The IB Curriculum Model

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry.
- Concepts—highlighting a concept-driven curriculum.
- Global contexts—showing how learning best takes place in context.





The second ring describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4).

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts. (IB, 2017)



The IB Learner Profile

The International Baccalaureate Learner Profile identifies ten attributes that students develop during their studies in the Middle Years Programme and these are at the heart of all our programs at the campus.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We learn how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring our knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
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.
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.
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.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, spiritual 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.
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.
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.
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.
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.



Approaches to Learning (ATL)

The skills areas, known as approaches to learning connect student learning across the IB Primary Years Programme, the IB Middle Years Programme, the IB Diploma Programme and the IB Careers Certificate at the Campus des Nations.

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them 'learn how to learn'. Approaches to learning skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL help students prepare for, and demonstrate, learning through meaningful assessment. They provide a common language that students and teachers use to reflect on and articulate on the process of learning. Approaches to Learning have life-long applications and are one of the core strengths of the Middle Years Programme.

ATL Skills		
Self Management	Organization	Managing time and tasks effectively
	Affective	Manage state of mind
	Reflection	Considering the process of learning:choosing and using ATL skills
Communication	Communication	Exchanging thoughts, messages and information affectively through interaction Reading,writing and using language to gather and communicate information
Social	Collaboration	Working effectively with others
Research	Information Literacy	Finding, interpreting, judging and creating information
	Media Literacy	Interacting with media to use and create ideas and information
Thinking	Critical thinking	Analysing and evaluating issues and ideas
	Creative thinking	Generating novel ideas and considering new perspectives
	transfer	Using skills and knowledge in multiple contexts



Concepts

Teaching and learning in the MYP is centred around concepts (key concepts and related concepts). This is one of the core strengths of the programme. Key and related concepts provide students with enduring understandings that engage students in higher order thinking, helping them to connect facts and topics with more complex conceptual understanding. Key concepts provide a focus for transferring knowledge and understanding across disciplines and subject groups.

The MYP identifies key concepts to be explored across the curriculum. These represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

- identities and relationships
- personal and cultural identity
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Teachers use key concepts from their own discipline(s) or subject group(s) as well as key concepts from other disciplines and subject groups to plan disciplinary and interdisciplinary units of inquiry.

The MYP identifies sixteen **key concepts** to be explored across the curriculum. These represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

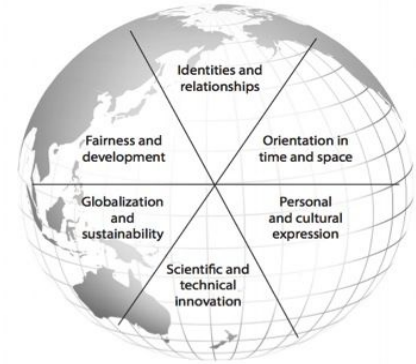
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Related concepts are subject specific. For each unit, teachers identify one or more related concept(s) that extend(s) learning, lead(s) to deeper understanding, or offer(s) another perspective from which to understand the identified key concept(s).



Global Contexts

They are designed to help to inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on what it means to be members of local, national/regional and global communities, and they reflect the real-life issues and concerns of adolescent learners. They link directly to the trans-disciplinary themes encountered by students in the IB Primary Years Programme (PYP). Over the course of the MYP, students will explore six global contexts across all subjects.



PYP Trans-disciplinary theme	MYP Global Context
Who we are	Identities and relationships
Where we are in time and place	Orientation in space and time
How we express ourselves	Personal and cultural expression
How the world works	Scientific and technical innovation
How we organise ourselves	Globalisation and sustainability
Sharing the planet	Fairness and development

In Year 11 (MYP5), student inquiry into one, personally chosen Global Context which is assessed through the Personal Project.

MYP Assessment and Criteria

Assessment in the Middle Years Programme is criterion-related and carried out by the subject teachers. Students work is assessed, using a range of activities, judged against a set of criteria specific to each subject area published by the IBO. Performance is measured against descriptors and students are actively engaged with their own assessment to ensure improvement within and across subject areas.

At the Campus des Nations reporting is continuous. Students receive four reports each academic year. Two of these are interim progress reports that focus on general effort and the development of skills levels within the Approaches to Learning skills framework. They do not contain grades. Two full reports with criteria grades, an overall level of achievement and teacher comments are also issued for each student, one at the end of the first semester and a second report at the end of the school year in June.



In addition, the mentor gives a home room report in which s/he indicates whether or not the student is meeting the school's service learning requirements, the framework for which is provided by the IB and the details of which are determined by the Service Action Coordinator, the MYP Coordinator and supported by the faculty and management.

Detailed information on assessment in the MYP can be found in the following documents

[MYP Assessment Policy](#)

[Campus des Nations Guide to MYP Assessment](#)

Internal school examinations are set towards the end of the year in a few subjects in year 10 (MYP 4). End of year school examinations are set for all students in year 11 (MYP 5). Dates and details of these examinations are communicated to students and their parents in the third Term. The content of the examinations is based on selected topics covered during the year.

Criterion levels awarded for the assessments in internal examinations contribute to the criterion levels in the second semester/end of year report. As required by the programme, all the criteria assessed - coursework and examination assessments - are used by the subject teacher to find the "best fit" grade for each criterion that, taken together, will inform the overall level of achievement. More information about MYP "best fit" grading can be found on pages 12-14 of the [Campus des Nations MYP Assessment Handbook](#).

The purpose of the internal examinations in the Middle Years Programme is to give students the experience of developing self-management skills in reviewing work in each of the subject groups. The experience of taking examinations is also designed to help students to prepare for, and take, external examinations in their post-16 programmes.

Academic honesty policy

The ethos of the school and the school community should encourage academic honesty and mirror IB philosophy in this regard. The school's MYP Academic Honesty Policy must be read and understood by all members of the community - teachers, students, parents and academic coordinators and administrators. All members of the community referred to above must abide by the Academic Honesty Policy. Students and their parents must respect and abide by the Academic Honesty Contract.

[MYP Academic Honesty Contract](#) & [MYP Academic Honesty Policy](#)



The IB Middle Years Curriculum at ISG-Campus des Nations

The ISG-Campus des Nations was first authorised to deliver the Middle Years Programme in 2008 following a period that included pre-authorisation and preparation for full authorisation. We have since, successfully completed the follow up evaluation visit carried out by the International Baccalaureate Organisation.

By following the IB Middle Years Programme we believe we can fulfil the challenges of the Foundation's mission statement to educate students to become global citizens with a keen understanding of intercultural awareness; the ability to communicate in a number of languages; active inquirers who are knowledgeable and principled; students who have a sense of the holistic nature of learning and an awareness of the importance of service at a local and at a global level. The programme is commended for its inclusiveness and we welcome students from all over the world. The International Baccalaureate Learner Profile identifies ten attributes that students develop during their studies in the Middle Years Programme and these are at the heart of all our programs at the campus.

Students may enter the programme at any year level at Campus des Nations. It is a non-selective programme.

Although the majority of the teaching is in English all students learn French in school. In addition, some may choose to take courses in the dual language programme. Dual language options are available in French in years 7 to 9 in the following subject areas: Sciences, Mathematics and Humanities. Teachers are happy to give guidance regarding the language levels required to take these classes. Some subjects are also taught in French where appropriate: Design, Art and Physical Education – allowing for additional exposure to French. Each year a large number of students graduate from Campus des Nations with a bilingual IB Diploma.

Students arriving with little or no command of English are given language support to enable them access the subjects taught in the MYP. Support classes for English as an Additional Language (EAL) are provided by specialised teachers during the school day. There is also support for French and Spanish language learning to ensure that students are quickly assimilated into the most appropriate language level.

All our teachers are trained to teach the programme which is delivered through eight subject areas: Arts, Design, Mathematics, Language A, Language Acquisition, Science, Physical Education and Individuals and Societies. In the first three years of the programme subjects are generally taught as an integrated whole within each of the eight subject areas. Thereafter, increasing specialisation of subject knowledge is gained through a separation into the three distinctive areas of Physics, Chemistry and Biology in the Sciences, History and Geography specific modules in Humanities, different levels in Mathematics to prepare students for their



compulsory study of Mathematics in the post-16 programmes and two of the three Arts subjects from a choice of Visual Art, Music and Drama.

MYP Curriculum-Subject

The emphasis of the subject specific teaching and learning is based in conceptual knowledge and understanding within a meaningful context provided by the *Areas of Interaction/global learning contexts*. A variety of teaching and learning methodologies is used to encourage inquiry and critical thinking.

Each subject organises its course into units planned according to the guidelines of the MYP planner. For each unit teachers identify key and related concepts, global contexts, objectives and approaches to learning (ATL) skills. Teachers plan units of inquiry collaboratively, both within their subject area of specialism and across the subject areas, to create opportunities for interdisciplinary learning when two or more subjects collaborate on a common concept and skills within the global context. The subject courses have also been planned to support student transition to the Diploma Programme.

Students must follow the SA component of the curriculum, participate in the outdoor education programme and complete the Personal Project in Year 11.

Group 1: Language & Literature

The MYP language and Literature course at Campus Des Nations is designed to develop students' skills in learning, thinking and communicating and therefore supports the whole curriculum.

As students are developing their language skills throughout all their lessons the Language and Literature curriculum furthers this by assisting students in extending their appreciation of the nature of language and literature. This is attained through the exploration of the influences on language and literature and of its power and beauty.

Students are also encouraged to recognize how proficiency in language is a powerful tool for communication in all societies and how it contributes to one's cultural identity. Finally, the language and literature course combines creative processes, imagination and self-expression with the development of critical thinking.

Aims

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts



- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Objectives

A: Analysing

In order to reach the aims of the subject students should be able 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.

B: Organising

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

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

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

- 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
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.

D: Using language

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

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



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the language and literature subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of design are communication, connections, creativity and perspective.

Related concepts

Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

Assessment Criteria Overview

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

English Curriculum Overview [Link](#)

Group 2: Language Acquisition

MYP Language Acquisition at Nations 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.

Language is a powerful tool! It is interdisciplinary in its nature. The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:



- is valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural awareness and the development of internationally minded and responsible members of local, national and global communities,
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development,
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills,
- equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding

Teaching is organised into six phases. The phases represent a developmental continuum of additional language learning. Students can start their Language Acquisition course in any phase. The table below provides guidelines on language acquisition courses through the IB programme.

	MYP	DP
Phase 1		Language A SL/HL
Phase 2		Language A SL
Phase 3		Language B SL/HL
Phase 4		Language B SL
Phase 5	It is recommended that students have at least one semester in MYP Language and Literature before starting these DP courses.	Ab initio/Language B SL
Phase 6		Ab initio

Aims

The aims of the MYP Language Acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication



- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Objectives

A: Comprehending spoken and visual text

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

- listen for specific purposes and respond to show understanding
- interpret visual text that is presented with spoken text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

B: Comprehending written and visual text

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

- read for specific purposes and respond to show understanding
- interpret visual text that is presented with written text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

C: Communicating

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

- interact and communicate in various situations
- express thoughts, feelings, ideas, opinions and information in spoken and written form
- speak and write for specific purposes.

D: Using language in spoken or written form

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

- organize thoughts, feelings, ideas, opinions and information in spoken and written form
- develop accuracy when speaking and writing in the target language.

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the language acquisition subject group (intra-disciplinary learning)



- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of design are communication, connections, creativity and culture.

Related concepts

Accent	conventions	Inference	Purpose
Argument	Empathy	Meaning	Structure
Audience	Form	Message	Stylistic Choices
Bias	Function	Patterns	Theme
Context	Idiom	Point of view	Voice

Assessment Criteria Overview

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken and/or written and/or visual text	Maximum 8
Criterion D	Using language in spoken or written form	Maximum 8

Curriculum overview Language Acquisition [Link](#)

Group 3: Individuals and Societies

At Campus des Nations, “Individuals and Societies” encompasses disciplines traditionally associated with the “humanities” such as geography and history, but also incorporates elements of economics, political science, earth sciences and world religions into the curriculum. The multidisciplinary nature of Individuals and Societies encourages a holistic approach to students’ studies to investigate concepts in a local and global context.

Individuals and Societies gives students a forum to study the diversity of human culture, attitudes and beliefs. It allows students to explore their own identity and also encourages students to become responsible members of the local as well as the increasingly interconnected global community. This multi-faceted course equips students with the essential skills to



question and challenge concepts by recognising that both content and methodology can be debatable and controversial. There is a strong emphasis on inquiry and investigation to test hypotheses and to interpret primary and secondary material. At the heart of the programme is the focus on real-world examples which make the course relevant and interesting.

Individuals and Societies Department [website](#)

Aims

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

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

Objectives:

A: Knowledge and understanding

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

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

B: Investigating

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

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

C: Communicating

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

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

D: Thinking critically

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

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



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the Individuals and societies subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of design are change, global interactions, systems and time, place and space.

Related concepts

Economics		Geography		History	
Choice	Poverty	Casualty	Networks	Casualty	identity
Consumption	Power	Culture	Patterns and trades	Civilization	Ideology
Equity	Resources	Disparity and equity	Power	Conflict	Innovation and revolution
Globalization	Scarcity	Diversity	Processes	Cooperation	interdependence
Growth	Sustainability	Globalization	Scale	Culture	Perspective
Model	trade	Management and intervention	Sustainability	Governance	Significance

Assessment Criteria Overview

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking Critically	Maximum 8

Curriculum overview Individuals and Societies [Link](#)



Group 4: Sciences

MYP Sciences at Nations aims to develop students' learning of both scientific knowledge and scientific skills. The main focus of the units is the core Natural Sciences (Biology, Physics and Chemistry) but aspects of Geology and Astronomy are also touched upon.

Using the Natural Sciences as a medium, we encourage our students to make connections between their classroom studies and the world around them. While key scientific skills and knowledge are at the centre of our lessons, activities and assignments, they are presented as part of the larger world rather than separate from it. The distinctive nature and character of the Natural Sciences is stressed in student learning but historical, economic, social, ethical, technological and environmental links are made whenever appropriate.

Scientific thinking is central to almost all aspects of understanding in the modern world. We aim to educate our students to be able to make scientifically supported judgements about the wider world they will live in as adults.

Aims

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

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

Objectives:

A: Knowledge and understanding

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

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

B: Inquiring and Designing

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

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



C: Processing and Evaluating

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

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

D: Reflecting on the impacts of science

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

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

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the Science subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of design are change, relations and systems.

Related concepts

Balance: Biology-Chemistry	Conditions: Chemistry	Consequences	Development:Physics
Energy	Environment:Biolo	Evidence	Form
Function	Interaction	Models	Movement
Patterns	Transfer:Chemistry	Transformation: Biology-Physics	



Assessment Criteria Overview

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and Designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on impacts of science	Maximum 8

Curriculum overview Sciences [Link](#)

Group 5: Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Studying mathematics, however, should be more than simply learning formulae or rules. Students should not have the impression that all of the answers to mathematics can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery. At the same time, that new knowledge may then be applied to other situations, opening up even more doors for students. MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school.

Aims

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics



- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Objectives:

A: Knowledge and understanding

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

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

B: Investigating patterns

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

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

C: Communicating

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

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

D: Applying mathematics in real-life contexts

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

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



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the Mathematics subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of design are form, logic and relationships.

Related concepts

Change	Equivalence	Generalization	Justification
Measurement	Models	Patterns	Quantity
Representation	Simplification	Space	Systems

Assessment Criteria Overview

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

Curriculum overview Mathematics [Link](#)



Group 6: The Arts

The Arts crosses all racial, cultural, social, educational, and economic barriers; they cultural appreciation and awareness, provide opportunities for self-expression, and helps us to develop empathy, expanding our sense of being a part of the human family. Aside from a body a research that indicates the Arts as a factor in enhancing academic achievement, social skills, critical and creative thinking, the Arts allows every student to develop their sense of morality and spirituality.

The Arts at Nations lay at the centre of our holistic education - whether through the study of Film, Drama, Music or the Visual Arts. Each discipline enhances our abilities to view the world and to learn how we can contribute to the cultural richness of our world.

Within the MYP program, student participate in a rotation of Drama, Music and Visual Arts in years 7-9, each lasting approximately 11 weeks. Within each rotation block, students study from skilled teachers (who are themselves practising artists) for five lessons per week. In Year 10, student choose two options from the three arts, studying one semester for four periods per week, and in Year 11 they choose one art form in which to specialize and develop more advanced skills for the full year.

In line with MYP philosophy, our Performing and Visual Arts program emphasises the development and exploration of such key concepts as Aesthetics, Change, Communication and Identity.

The Arts are celebrated in a number of ways at the school, including exhibitions, open house performances, evening concerts, tours and extra-curricular productions.

Aims

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

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



Objectives:

A: Knowing and understanding

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

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

B: Developing skills

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

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

C: Thinking creatively

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

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

D: Responding

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

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

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the Arts subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of design are aesthetics, change, communication and identity.



Related concepts

Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Representation	Role
Structure	Style	Visual culture	

Assessment Criteria Overview

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

Curriculum overview Arts [Link](#)

Group 7: Design

MYP Design at Nations aims to teach students how to use the design cycle to solve problems and create solutions, master skills in using material, graphic and computer technologies, and develop an understanding of the role of design in the past and in our lives today.

All the work students complete is in projects which use the design cycle. This is a series of activities which aims to help students solve problems, meet design challenges and make products often with very specific requirements. Some projects have real clients within the school such as PYP students whilst other projects concentrate on perfecting a wide range of skills from 'how to be creative' to using CAD software.

Students will experience over the 5 years of the MYP projects related to product design, control technology, electronics, coding, programming, materials technology, media design, graphic design and CAD/CAM.



Aims

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

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

Objectives:

A: Inquiring and Analysing

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

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

B: Developing Ideas

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

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

C: Creating the solution

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

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution.

D: Evaluating

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

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



- iv. explain the impact of the solution on the client/target audience.

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the art subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of design are aesthetics, change, communication, and identity.

Related concepts

Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability

Assessment Criteria Overview

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Curriculum overview Design [Link](#)

Group 8: Physical and Health Education

Over the course of the MYP, students learn various skills to ensure that they have the tools to lead a healthy balanced lifestyle. We want students to find an activity or sport that really suits them and makes them feel comfortable and enhance their wellbeing.

Students are exposed to variety of team and individual activities ranging from basketball, to yoga and fitness programs. The technical and tactical skills are a focus in all sports as they are fundamental to progression, as well as the development of interpersonal skills. Creative activities, such as body expression, ballroom dancing, gymnastics and acrosport allow students to improve their ability to express themselves through their bodies, by creating and linking aesthetic movements. We ensure all students plan a fitness program for themselves so they can



look at the design cycle of planning, performing, reflecting and this then feeding back into the next planning phase.

They are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement (sportsmanship), as well as demonstrating positive attitudes and strategies to improve interpersonal skills.

Aims

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

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

Objectives:

A: Knowing and understanding

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

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

B: Planning for performance

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

- i. develop goals to enhance performance
- ii. design, explain and justify a plan to improve physical performance and health.

C: Applying and performing

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

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

D: Reflecting and improving performance

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

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.



Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the PHE subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of PHE are change, communication, development and relationships.

Related concepts

Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspective	Refinement	Space	Systems

Assessment Criteria Overview

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

[Curriculum overview PHE Link](#)

Interdisciplinary Units

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning. This kind of learning allows students to use knowledge domains creatively to foster new, deeper understanding. It develops mental flexibility that prepares students to be lifelong learners. It promotes intellectual rigour by providing a holistic approach to the study of complex issues and ideas. It models the importance of *collaboration* and teamwork across two or more disciplines - an important life skills that also promotes *transfer* of understanding.

[Curriculum overview IDU Link](#)



MYP Curriculum-Non Subject Group Specific Information

Service as Action (SA)

All students in the MYP take part in the Service and Action (SA) programme. Is a compulsory component of the MYP curriculum and students have to meet the school requirements in order to complete each year. Students participate in approved SA activities and reflect on their experience. The SA coordinator together with the mentors ensure that students choose appropriate activities and monitor the student performance.

Personal Project

The Personal Project is an independent piece of work undertaken by all students in Year 11. It reflects the students approaches to learning skills and their understanding of the six global contexts of the MYP. The project consists of three parts: a process journal, a product/outcome and a project report. It is supervised one-to-one by a teacher/supervisor and provides an excellent opportunity for students to produce a truly personal and creative piece of work and to consolidate their learning in the MYP. The project is externally moderated by the IB.

Personal Project [website](#)

Language options

Dual Language Programme

Students can have access certain subjects as dual language classes in French and English: Mathematics and Sciences (with beginner to intermediate level French) and Humanities (with higher intermediate to advanced level French).

Language Support

The English as an Additional Language (EAL) aims to provide support, when necessary, to help children gain the language skills they need to access the curriculum and integrate into the social life of their school.

The secondary programmes are flexible and designed to suit the needs of each individual student. These range from total beginners requiring intensive English through to advanced students who just need some help from time to time. Support is provided by EAL teachers and EAL assistants. We have EAL classrooms which offer a secure and safe environment for the students.

EAL staff work closely with all the mentor and subject teachers to link into the inquiry and skill based learning of the PYP and MYP programmes. Students learn language that is meaningful



and relevant to them. They are very much active learners with every opportunity taken to connect their prior knowledge and personal experiences to the curriculum. Our aim is that students are happy, enjoy learning English and are suitably challenged whatever their linguistic ability

We actively encourage students to use and develop their own mother tongue language. This promotes the self-esteem of EAL learners, allows us all to value cultural differences and helps students along the pathway to becoming confident users of the English language.

French, Spanish support is provided for those students who need it. In particular this support is needed for those students who arrive part of the way through the year and need to be able to access the Language B programmes in French, Spanish.

World Language Programme

Campus des Nations has a vibrant, extra-curricular programme of world languages. The World Languages Programme (WLP) supports the learning and retaining of mother tongues, and encourages learning opportunities in numerous other languages.

The World Languages Programme provides learning opportunities in 19 languages (Arabic, Chinese, Croatian, Dutch, Farsi, French, Finnish, German, Greek, Hindi, Hungarian, Italian, Japanese, Norwegian, Portuguese, Russian, Spanish, Swedish and Turkish). We celebrate with the whole school on Mother Tongue Day when all courses present their work and achievements.

Languages are essential to every aspect and interaction in everyday lives. Students are confronted with the need to master languages to access the best academic, educational and professional opportunities. The WLP at Campus des Nations provides native language speakers a mean to access their mother tongue curriculum and encourages multilingual learning for beginner and intermediate speakers.

Students have the possibility to study languages which are not in the curriculum with WLP. WLP are private tuition lessons and take place with the student's timetables in mind. Lessons can be individual or group lessons and fees are adjusted according to the number of participants.

Apart from the classes, which are already in place, we will endeavour to facilitate a class in any language in which parents are interested. Lessons can take place immediately after the school day.

Currently, tutorials are available in Arabic, Chinese, Dutch, French, German, Hindi, Italian, Japanese, Russian, Spanish, Swedish, Turkish and Urdu.

The Coordinator will endeavour to facilitate a class in any language in which parents are interested. Language classes for parents can also be organised on request.

French External Certification Examination-DELF

Students in Years 9,10 and 11 are assessed and offered the option to sit the French DELF Examination to obtain external certification of their level french. The DELF is an international



diploma issued by the French education Ministry. This diploma has a worldwide recognition. In Switzerland, the DELF diploma is integrated into various national education plans. Four core literacy competences are tested in each level: reading, writing, listening and speaking. DELF diploma is an internationally recognised certificate for French language skills.

The advantages of having DELF certification: DELF B2 is required by non-native speakers of French for entry to francophone Swiss universities such as Geneva, Lausanne, Neuchâtel, EPFL and HES-SO. It also demonstrates linguistic competence to institutions with an international focus such as University College Roosevelt in the Netherlands and Sciences Po in France.

School Trips

The school organises a wide range of educational visits and outings to places of historical and cultural interest in Switzerland and beyond as well as outdoor education and sporting events.

MYP students often participate in half or full day trips to places of interest in the community or surrounding areas to explore concepts or questions that arise during their Units of Inquiry.

Technology for Learning

The mapping of Technology for Learning at Campus des Nations is currently divided into two frameworks – [‘Digital Skills Framework’](#) and [‘Digital Citizenship Framework’](#).

Each framework is divided into four themes:

- Investigation – Students use tools to gather, evaluate and use information.
- Creation – Students use tools to create things and solve problems.
- Communication – Students use tools to communicate and participate.
- Protection – Students use tools in an appropriate manner.

The frameworks were developed for Campus des Nations Secondary using input from the ‘IB Middle Years Programme Approaches to Learning’ and the International Society for Technology in Education (ISTE) [standards](#).

All students in the secondary school at Campus des Nations are required to bring a laptop with them to all their lessons. The use of technology is integrated into all subjects and students do not have separate IT lessons.



Outdoor Education Programme

The program provides students with opportunities to develop a lifelong interest in a wide range of activities and fosters a respect for the outdoor environment. Furthermore, students have the opportunity to learn in French when meeting local mountain guides and outdoor instructors.

All students in Years 7-12 follow an outdoor program specific to their year group, where the development of skills is built up progressively through the years. The activities have inter-disciplinary links and students use the experiences for academic projects when studying, for example, sustainable development, climate change, health, food and nutrition.

Secondary Library

The secondary library goals are:

- to help students become effective and efficient users of information;
- to provide print and digital resources to classroom teachers and students to enhance their curricula and support student learning;
- to promote a love of reading and learning.

Opening hours

Monday to Friday: 08:00 – 17:00

Library [website](#)

Homework

Homework is an important activity in the learning cycle. It is used by teachers to reinforce the work carried out in class, to prepare students for a future class and to give students practice in particular skills and approaches. However, a balanced life should consist of more than schoolwork. Each year students in the MYP are given a homework timetable showing which subjects give homework on which evenings.

Students work at very differing rates and to very differing depths of complexity. It is also the case that there will be some fluctuation in the quantity of homework from a specific subject depending on the material being covered at a particular time. It is, therefore, difficult to set absolute guidelines. However, the following homework load table gives an indication of time spent on homework for the majority of students at Campus des Nations. More details regarding the MYP homework timetable will be given to students at the beginning of the school year.

Homework should be handed in on the due date given by the teacher. Subject departments and teachers decide how, and if, to penalise students for work submitted late and this is communicated to the students by their subject teachers.



Managebac

ManageBac is the one of school's curriculum management system and a vital communication and work tool, for students and teachers. Students have individual ManageBac accounts which give them access to important curriculum information and tools to help them manage and plan their work. Some of the features accessible to students include:

- Curriculum details, including teaching units and learning goals;
- Current courses and teachers;
- Homework schedules;
- An online grade book
- Curriculum resources
- Messaging systems between students and teachers
- Year group and class calendars
- Drop box for assignments which are then stored in the students portfolios. Assignments submitted are check for plagiarism as part of the school's academic honesty policy.
- SA activities recording worksheet
- Personal Project recording worksheet

Student Learning Support

Learning Support

The Learning Support teachers are specialists who are trained to identify specific learning needs and who provide support to students who are experiencing difficulties with their learning. Students may be withdrawn from a lesson to attend Learning Support, or assistance may be given within the mainstream classroom.

Some available support: Group tutorials

- Peer tutor groups (organized by secondary students)
- Homework clubs

For classroom assistant support and advice on individual (1/2:1) tutorials in specific subjects parents should contact the assistant principals. Please note that for this level of support specific financial considerations apply. Further information is available from the coordinators.



Extended Support Programmes (ESP)

Campus des Nations offers four Extended Support Programmes (ESP) for children with a range of moderate to severe learning needs: Early Years; Primary; Secondary and Post-16 (for students aged 16-20 years). These provide support on a 1:2 basis. Programmes are individualised, thus maximising each child's potential and allowing for a flexible approach. Every child is part of a mainstream or homeroom class ensuring that opportunities for inclusion are always sought and welcomed.

English is the main language of instruction. However, many staff are bilingual English/ French.

Special needs and language profiles should be disclosed upon application. Students are placed in age-appropriate classes.

For information on which support programmes are included in the fees, see '[General and Financial Conditions 2017-2018](#)'

Please note that it is a legal requirement in Switzerland that **NO PRIVATE TUITION OR SUPPORT** can take place on the school premises without the written authorisation of the school principal.

MYP Certificate requirements

MYP certificate and promotion requirements To be awarded the ISG-Campus de Nations MYP certificate of completion, a student's second semester final report should demonstrate:

- a total points score total of at least 36/63 points overall from the 8 subject groups and the Personal Project combined;
- at least a 3/7 in each subject area; at least a 3/7 on the Personal Project;
- that the student has met the school's expectations for Service as Action;
- minimum 90% attendance in each course

Beyond the Classroom – Extra-Curricular Activities

Campus des Nations offers a holistic education and our rich and diverse programme of Extra curricular activities (ECA) is an important part of this.

Extra-Curricular Activities take place outside the regular curriculum (after school) and usually involve sports, arts, cultural activities or clubs. They are billed separately. Places are filled on a "first come first serve" basis.

More information can be found in the Beyond the Classroom [website](#)



Information directory

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