

Miras International School Almaty

Our Unity Is In Our Diversity



IB MYP Handbook

2020-2021

“It is the best middle school programme available in the world and I would urge all schools who are academically ambitious—for their staff and students— to introduce it as soon as they can. In doing so, not only will they best prepare students for further education, but also provide them with that unique, rounded perspective of ourselves and the world around us that IB students can have.”

Dr Anthony Seldon, Master, Wellington College, Berkshire, UK



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Miras International School Almaty is a branch of Public Foundation “Nursultan Nazarbayev Educational Foundation”

<http://www.foundation.kz>

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Introduction

The purpose of this guide is to explain the structure of the Middle Years Programme (MYP) curriculum at Miras International School, in Almaty, Kazakhstan.

Mission Statement

“Miras International School Almaty is an IB World School and accredited by the Council of International Schools (CIS). The school provides high quality education, based on Integrated Kazakhstani and International Standards, in a polylingual environment devoted to empowering every student to become internationally-minded life-long learners, who are responsible, productive and actively engaged in making a positive contribution to an ever changing world.”

What is the MYP?

The MYP is a curriculum that covers the age range 10 to 16 (from Grade 5 to Grade 10).

The MYP is an integrated curriculum, aiming to combine academic rigour while equipping students with skills and attitudes appropriate to the challenges and opportunities of contemporary society.

The MYP integrated curriculum provides for ease of movement between international schools around the world providing students with the opportunities to gain internationally recognised Records of Achievement and the MYP Certificate at the age of 16, as well as the Kazakhstani local certificate.

The Middle Years Programme (MYP) is a curriculum framework designed by the International Baccalaureate (IB) to enable students in Grades 5 - 10 to move on successfully to the IB Diploma Programme or the Kazakhstani National Programme. At Miras the Middle Years Programme is fully integrated with the Kazakhstani standards as outlined by the Kazakhstan Ministry of Education.

Miras offers a range and balance of subjects within the framework of the IB, together with a range of extracurricular and community and service activities designed to provide a holistic education for each student.

Recognition

Miras was authorized as a five-year MYP IB World School in May 2004, only the third school at the time authorized to offer the MYP in Kazakhstan.

Miras is also authorized as a PYP IB World School (2008) and as an IB Diploma World School (2002).

Miras was the first school in Almaty offering the three IB World School programmes and is currently one of only four schools offering all three programmes in Kazakhstan. It is the only school in Kazakhstan offering the MYP in three languages of instruction – English, Russian and Kazakh.

[\(Information correct as of June 2020\)](#)

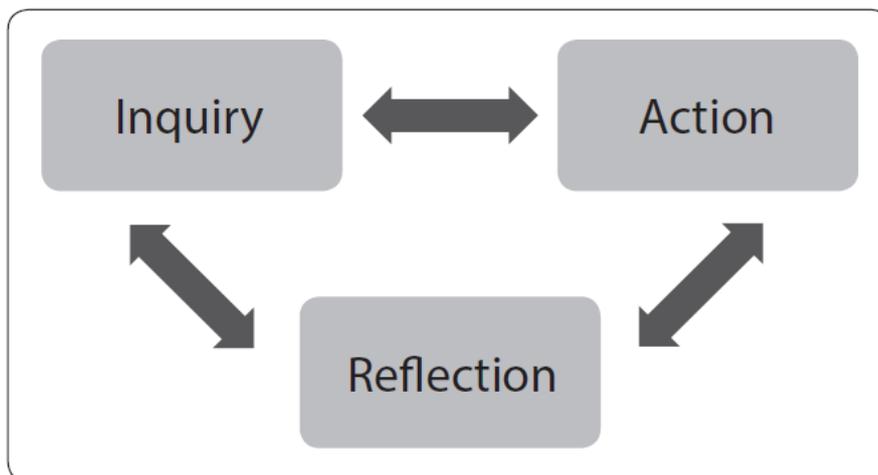
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences
Open-minded	We critically appreciate our own cultures and personal histories, as well 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.
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.
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.
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 recognize our interdependence with other people and with the world in which we live.
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.

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

[© IBO 2013]

Principles of the MYP

Teaching and learning in the MYP grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. The dynamic between asking (inquiry), doing (action) and thinking (reflection) leads towards open classrooms where different views and perspectives are valued. This empowers young people for a lifetime of learning, both independently and in collaboration with others.



[“MYP: From principles into practice” ©IBO 2014]

Holistic Education

Between Grades 5 and 10, students make the transition from early puberty to mid-adolescence. This is a critical period of personal, social and intellectual development, of uncertainty and questioning.

The MYP seeks to increase these students’ perception of the problems of the real world and to find solutions to them. Through an approach that offers awareness and understanding of both the separate identities of the various disciplines and their inter-relatedness, it is hoped that students will be well equipped for succeeding in our ever-changing world.

At Miras (as in all MYP schools), our curriculum is built around the learning needs of the students. The context for this learning is provided by six *Global Contexts*, common themes embedded within and visible across, the eight familiar subject groups.

The *Global Contexts* help to provide cohesiveness to the curriculum. They provide a framework for contextual learning through issues and ideas of personal, local and global significance and help young people in their search for a sense of place in the natural and social environment. They also help students to develop the knowledge, attitudes and skills they need to participate actively in a changing, and increasingly interrelated world.

The six *Global Contexts* are:

- Identities and relationships
- Orientation in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

In Grades 9 and 10, students will apply their knowledge of the *Global Contexts* to a Personal Project of their choice (see page 15).

The *Global Contexts* are each explored in more detail on page 9.

Content

An IB education encompasses subject content and understanding that meets international university standards for rigour in terms of depth and breadth. The MYP offers students opportunities to engage with a curriculum that is broad and balanced, **conceptual** and **connected**.

Conceptual

Conceptual learning focuses on powerful ideas that have relevance within and across subject areas. Concepts reach beyond national and cultural boundaries. They help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts.

Connected

The holistic nature of the MYP programme encourages students to approach concepts from a variety of perspectives. They learn to draw connections and pursue rich understandings about the relationship of knowledge and experience across many fields. In the MYP, students study a range of disciplines within a subject group and often bring together two or more subjects to build new interdisciplinary understanding.

[adapted from “MYP: From Principles to Practice” ©IBO 2014]

Communication

Language learning is emphasised in the MYP as a tool for the acquisition of all knowledge. Effective written and oral expression enables young people both to fit successfully into society as a whole, and to build their own personality through structured thinking. Consequently, language is central to the curriculum at Miras International School.

“**Communication**” also refers to non-verbal forms of communication. A good command of expression in all its forms is therefore fundamental to learning. Many areas of the MYP support this concept, some of which are identified here.

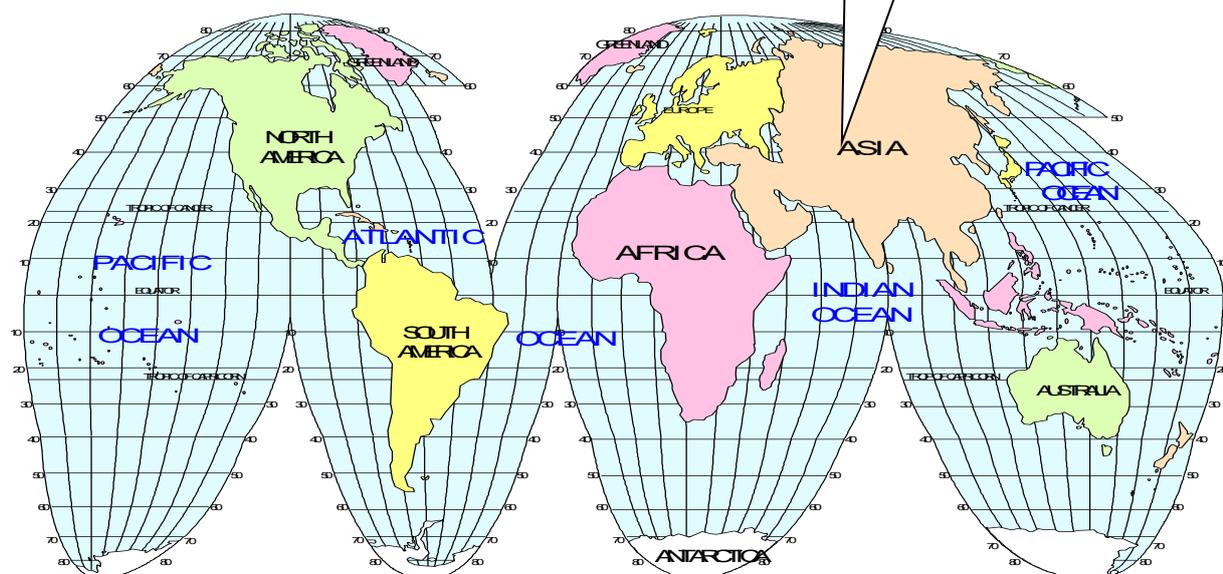
The **Visual and the Performing Arts** support the concept of communication by allowing young people the opportunities to explore and communicate their thoughts and feelings. Students are encouraged to communicate both individually and collectively. The thoughts and feelings communicated through the work of other artists is also an important part of these subjects.

Communication through the use of technology in **MYP Design** is a dynamic, challenging and integral part of human activity. Students are made aware of the importance of technology transfers between sectors of activity and appreciate how development in one field affects another. Consequently, it is essential to learn how to pass information to a target audience appropriately and effectively - and to evaluate the results.

MYP **Mathematics** places considerable emphasis on mathematical literacy and requires students to use the language and symbols of mathematics through a variety of media and technologies. The language of mathematics is universal.

MYP **Physical and Health Education** allows for communication through the emphasis placed upon composition and expression through movement.

***“Strength lies in difference,
not in similarity”*** (Stephen Corey)



Intercultural Awareness

The MYP encourages an international perspective by awakening in young people an interest in the cultures and attitudes of people with backgrounds different from their own; by making them aware of the fundamental, positive values of the common heritage of human beings; and by encouraging intercultural awareness. This is regarded as one of the most important emphases of MYP development.

Who does it involve?

All of us – students, teachers, parents, school administrators and the wider community.

Teachers, through the MYP, are especially responsible for helping students to develop skills with which they can see the world from a range of cultural perspectives. While teachers would expect to model appropriate behaviour in a MYP learning environment, we would hope that this is with the support and active encouragement of all members of the Miras community.

Global Contexts

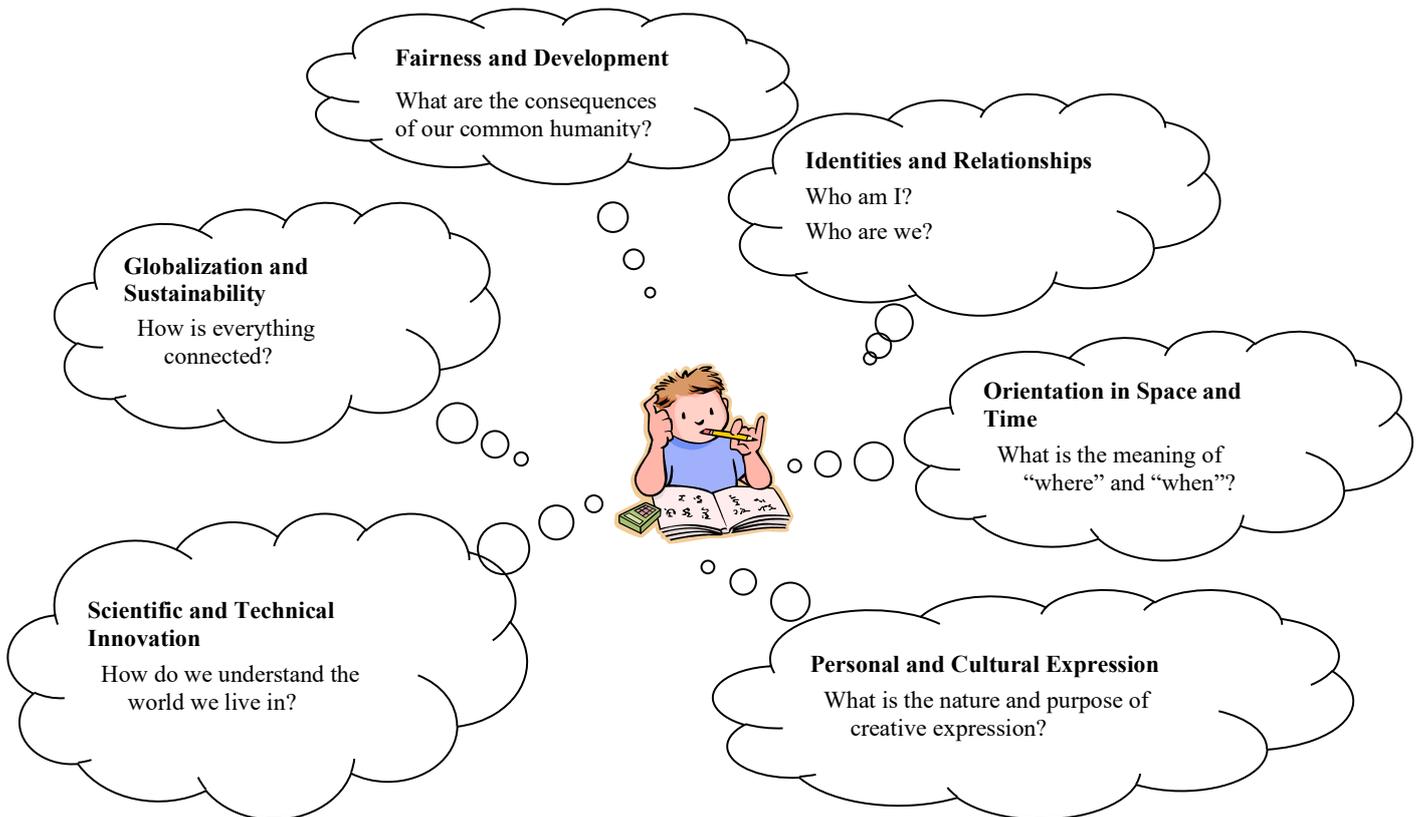
In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international mindedness and global engagement within the programme.

Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Teachers can impact on student learning by providing engaging and inspiring global contexts that contribute towards development of the attributes of the IB learner profile.

Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action (Westera 2009). This contextual learning helps teachers and students answer the important question “Why are we learning this?” Often, students’ motivation to learn depends on the teacher’s ability to successfully answer this question.

[adapted from “MYP: From Principles to Practice” ©IBO 2014]

The MYP identifies six global contexts for teaching and learning that are developed from, and extend, the PYP’s transdisciplinary themes:



Identities and Relationships

Who am I? Who are we?

Student will explore identity, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities and cultures, what it means to be human.

Orientation in Time and Space

What is the meaning of “where” and “when”?

Students will explore personal histories, homes and journeys, turning points in humankind, discoveries, explorations and migrations of humankind, the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Personal and Cultural Expression

What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

Scientific and Technical Innovation

How do we understand the world in which we live?

Students will explore the natural world and its laws, the interaction between people and natural world, how humans use their understanding of scientific principles, the impact of scientific and technological advances on communities and environments, the impact of environments on human activity, how humans adapt environments to their needs.

Globalization and Sustainability

How is everything connected?

Students will explore the interconnectedness of human-made systems and communities, the relationship between local and global processes, how local experiences mediate the global, the opportunities and tensions provided by world-interconnectedness, the impact of decision-making on humankind and the environment.

Fairness and Development

What are the consequences of our common humanity?

Students will explore rights and responsibilities, the relationship between communities, sharing finite resources with other people and with other living things, access to equal opportunities, peace and conflict resolution.

How does it work?

Global Contexts are addressed in many ways in the school, such as:

- Through topics and ideas taught in the curriculum.
- Interdisciplinary projects.
- During homeroom programme.
- Thematic days when special activities highlight an issue (e.g. International Day).
- Special assemblies (e.g. First President's day, Independence Day, Farewell assembly, etc.).
- Use of resources available in the wider community of the school.
- After-School Activities.
- Meetings of students with their parents on special events (e.g. Nauryz, etc.).
- Community actions, (e.g., Student council, etc.).

Approaches to Learning

Approaches to Learning stands at the heart of the MYP curriculum, surrounding the student as the integral core of the Middle Years Programme. It is about *learning how to learn* and so is concerned with all the skills and attitudes students must acquire to help them to be confident, independent, active and life-long learners.

It will help them to:

- Reflect purposefully on their learning;
- Understand the diversity of learning needs;
- Evaluate and provide evidence of their learning;
- Meet MYP subject aims and objectives;
- Share responsibility for creating productive, cooperative and safe learning environments;
- Develop confidence to try new strategies for learning;
- Prepare for further study and responsible action within the local and global community.

Expectations

All teachers in school have a responsibility to ensure that students acquire the skills and the confidence to take ownership of their own learning.

This needs to be done in an agreed way that takes into account the context of the school and the individual needs of the students.

Students in all classes are expected to meet certain standards in their own personal approach to learning. The expectations are divided into the following five skill categories:

- communication skills;
- social skills (collaboration);
- self-management skills (organization, affective and reflection skills);
- research skills (information literacy, media literacy)
- thinking skills (critical thinking, creative thinking skills, transfer skills)

Throughout the Middle Years Programme, in all classes, subject teachers as well as Home-room leaders will adopt strategies that will help students to develop the skills they need to allow them to meet these expectations.

All subject teachers include feedback to parents (and students) in the mid-year and end of year report, highlighting the ability of each student to meet these expectations.

Service as Action

What is Service as Action?

Is a very important opportunity for Middle Years Programme students to collaborate and pursue learning through actions in/with the community? It demonstrates a commitment to service—making a positive difference to the lives of others and to the environment.

Emphasis on

- Developing community awareness and concern
- Learning to balance social, academic, and recreational avenues in life whilst maintaining a healthy lifestyle
- Becoming independent
- Developing the skills needed to make an effective contribution to society including personal reflection, resilience and working collaboratively.



Importance of Service as Action?

- Meeting others develops your interpersonal skills
- Going outside of your comfort zone increases your understanding of the world
- It helps you to reflect on your strengths and weaknesses
- The rigor prepares you for the demands of Creativity, Action and Service (CAS) in IB Diploma
- Your hard work benefits other people in the school, local and international community
- Aiding others helps you to learn about yourself and improves your self-esteem.
- Engaging with the community encourages you to respect and show tolerance towards others.
- Working with others develops your leadership skills.

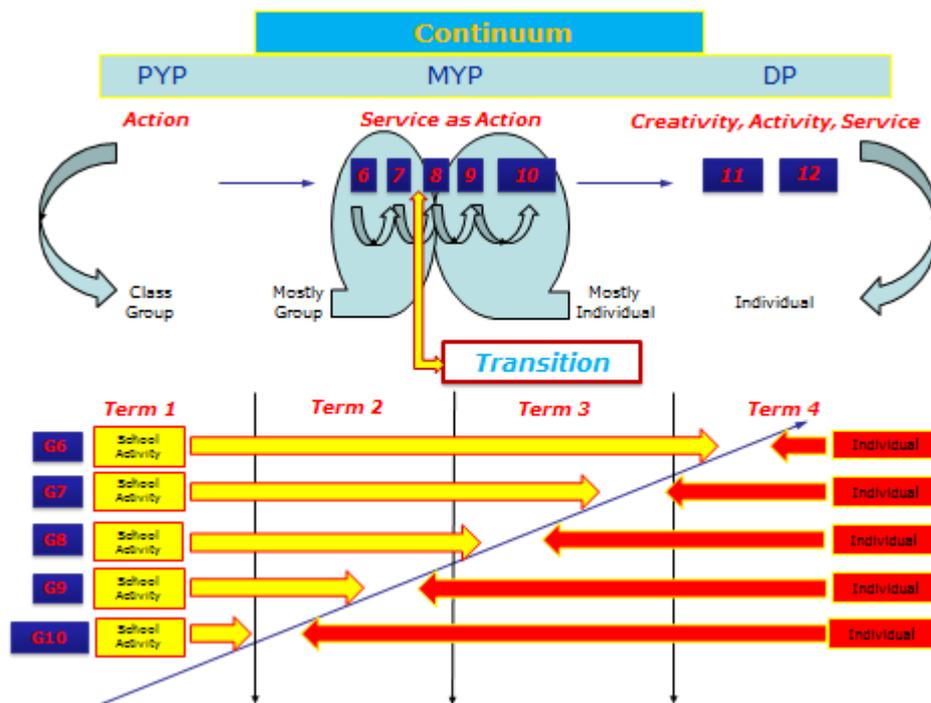
IB Service Learning Outcomes

For student development to occur, Service as Action should involve:

- Awareness: Become more aware of their own strengths and areas for growth
- Ethics: Consider the ethical implications of their actions
- Global Value: Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- Initiative: Discuss, evaluate and plan student-initiated activities
- Perseverance: Persevere in action
- Challenge & New Skills: Undertake challenges that develop new skills
- Collaboration: Working collaboratively with others

The IB has set out 7 learning outcomes as part of the Service as Action MYP components. Each activity must include at least two learning outcomes. It is recommended that one activity include as many Learning Outcomes as you think appropriate to ensure the reflections remain focused and demonstrate appropriate depth.

Service as Action Continuum



Here are a few Service as Action project ideas:

- Visiting elderly homes
- Being part of a fund-raising activity for school
- Working with a charity for an event
- Participation in a club event, where you show a meaningful contribution
- Organize a celebration or school event (UN Day, Mother tongue day...)
- Peer Tutoring
- Run an after-school club
- Library assistant
- Start an environmental initiative at school
- Anti-bullying campaigns
- Helping neighbours
- Visit nursing homes
- Teach a language
- MUN – Model United Nations
- Organize garbage / beach clean-ups
- Recycling programs
- Volunteer at cultural events
- Planting Trees
- Sport activities
- Organize a PYP student assistant program
- Organize a mother tongue reading program for the younger kids
- Read books or letters to a person who is visually impaired
- Organize a wheelchair basketball team

- Knit or crochet baby blankets to be donated to hospitals or homeless shelters
- Put on performances for children in hospitals
- Create a new game for children to play that encourages fitness
- Organize events to help new students make friends
- Teach computer skills to the elderly
- Make birthday cards for the elderly
- Take care of cats and dogs at an animal shelter
- Grow flowers in your backyard then give bouquets to hospital patients or people who are housebound
- Build and set up a bird house

The Personal Project

The Personal Project is an integral part of MYP programme and an opportunity for students to produce a truly personal and individually creative product/outcome and to demonstrate their learning skills and knowledge during MYP Exhibition and reflect their potential in PP reports in written form as well.

Basically, students are allowed to choose a topic that interests them personally and one global context that helps them develop their project with a clear and specific focus. Students, before choosing the topics for their PP discuss it with their parents and supervisors. Meetings are organized for parents and students in order to introduce them with forthcoming event Personal Project Exhibition and its objectives. During the academic year students attend PP Coordinator's classes which is held once in a week and Student supervisor meeting twice in a month. Supervisors give clear instructions and requirements for students and explain what should be mostly done by the students.

Why do students have to complete the Personal Project?

The Personal Project is mandatory for all Grade 10 MYP students. Successful completion of the Personal Project is a requirement for awarding the MYP Certificate.

The Personal Project is also one of the culminating experiences across the four IB programmes. For those students who completed the PYP, they would have experienced the Exhibition, which was a demonstration of learning involving inquiry into the world around you. Similarly, the Personal Project is the culminating experience of the MYP. The Personal Project also offers strong links between subject-specific assessment in the DP and the Extended Essay. Through the Personal Project students will experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work.

What do students have to create for the Personal Project?

Students are well informed and required about creating three obligatory components: a process journal, a product or outcome and a project report. Students are aware of deadlines as well.

The Process Journal

The process journal is the students' personal record of their progress throughout the project. It should record all of their ideas, planning, discussions, clippings of readings and concepts, diary excerpts, meeting schedules and outcomes with you, their supervisor, photographs – whatever they do that is part of the process should be kept in this document. The media for documenting the process can vary depending on the

student's preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic forms. If your student elects to record their process electronically can you please discuss with them how they intend to back-up their work.

The Product/Outcome

The product students create is to show other people what they have investigated and created. Apart from their journal, which will be part of their report and exhibition display, they need to have some way of showing what they have produced or achieved for their goal. This might be the actual product as a model, electronic article, artwork, or it might be visuals of the outcome such as photographs of an event they organized.

The Project Report

The report that students produce will demonstrate their engagement with the Personal Project by summarizing the experiences and skills recorded in their process journal. The report can be presented in a range of possible formats including written, electronic (website, blog, slideshow), oral (podcast, radio broadcast, recorded), visual (film). Report Writing Guidelines will be issued to the students at the beginning of the academic year and they are well introduced with all peculiarities how to write report. Students are focused mostly on PP criteria and strands related to them. Students try to reflect their goals, Global Contexts, ATL skills and IB Learner Profile.



[Adapted from "MYP Personal project guide" © IBO 2014]

Reporting in the MYP

Assessment in the MYP is *criterion related*, which means that teachers measure student attainment against specified subject criteria rather than against other individuals in the class.

For each subject taught at Miras, there is a set of criteria established by the IBO. For each individual criterion there is a range of points awarded, based on student performance at the time of assessment. There are clear descriptors that explain as clearly as possible what each student has been able to achieve at that time.

When the points for each criterion are totalled at the end of a reporting period (usually December and June), the student's overall score falls within a Point Range, which equates to an IB Mark on a scale of 1 to 7. The descriptors on the table below summarize what the IB Marks mean.

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

[taken from "MYP: From Principles into Practice" © IBO 2014]

Criterion-related Assessment

Assessment in the MYP is based on observations of what a student **can do** and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development. Criterion-related assessment is designed to help the students and their teachers determine what the next steps in their learning should be.

There is no such thing as an **average student** in the MYP. Everyone is an **individual**.

At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. Teachers will maintain a record of individual student attainment on a regular basis.

At the end of Semester 1 and at the end of Semester 2, teachers will report the attainment reached in all assessed subject criteria at that time to parents. Students and parents can discuss any weaknesses and strengths with each subject teacher and agree on possible learning strategies that will enable personal growth in both the immediate and long-term futures.

Assessment is therefore **formative** and **summative**.

Formative assessment is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks.

Summative assessment is the judgement made by the teacher of the standard of achievement reached by each student at the end of each unit. A summative task may be set to judge a student's achievement in relation to the objectives of the course.

The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

The MYP values the use of a **variety of assessment** strategies during the programme, for example:

- Tests & examinations... ..written, oral, etc.
- Skills assessment... ..practical, performance, etc.
- Presentations & Demonstrations
- Reports & Essays
- Peer review
- Product or Exhibit
- Journal & Portfolio



Target-setting

Criterion-related assessment is the perfect tool for helping students to set their own individual targets for the future. Knowing the targets allows the students to set immediate goals for individual pieces of work. Feedback from the teacher will help them to identify where they are in terms of their targets and help them to choose strategies for achieving them before the end of the academic year.

We always encourage parents to help their child set suitable targets and to monitor their progress for reaching them. If you have specific targets for your child in mind, then make sure you speak to the teacher as close to the start of the school year; within the first few weeks of the school year if possible.

Begin with the end of the school year in mind. This is especially important if you are intending to transfer your child into another educational system later in their lives. Talk to the teachers and work with us to help your child achieve the grades they need for the future.

Anatomy of a Miras Summative Report

All subject reports provided at the end of Semester 1 (end of Term 2) and the end of Semester 2 (end of Term 4) are generated through Managebac and have the following features:

Criterion marks

Summative marks for each criterion. These marks are determined by the teacher from the marking evidence in the subject folder and are standardized between teaching groups in the same subject

Summative grade

The summative grade is calculated from the sum of the criterion marks, using the boundary guidelines on page 17 of this handbook.

Subject information

- Name or subject
- Name of teacher writing the report

Teacher comment

The comment will highlight strengths and weaknesses identified through the assessment marks in the subject portfolio. It will also identify targets for further development before the next reporting period.

Approaches to learning

Teacher judgements of how well a student is meeting expectations for approaches to learning (see page 12 in this handbook).

Approaches to learning are common to all subjects. The combined report from all subjects provides a broad view of how the student's transferable skills are developing across the MYP.

Attendance record

Refer to the Secondary School Student-Parent Handbook for expectations of attendance

Summary of Achievement
Term 4 2019/2020

	Achievement Levels				MYP Grade	Kazakhstan Grade
	A	B	C	D		
Language and literature: 6D English Dorothy Brown	7	8	8	7	7	5
Language acquisition: 6D French Phase 1 Melinda Tondeur	7	7	6	6	6	5
Language acquisition: 6 D English enrichment Phases 1, 2, 3, 4, 5 Alison Cummings	7	8	8	7	7	5

Kazakhstan grade

The summative grade is converted into a Kazakhstan grade for recording in the Tabel using the following scale:

MYP	KAZ
7	5
6	5
5	4
4	3
3	3
2	2
1	1

Approaches to Learning

Subject	Communication	Collaboration	Organization	Affective	Reflection	Information Literacy	Media Literacy	Critical Thinking	Creative Thinking	Transfer
6D English	EE		EE	EE	EE			EE	EE	
6D French	ME		ME	ME	EE			ME	EE	
6 D English enrichment										
6 D Russian B	ME		EE	ME	ME			ME	ME	
6D Humanities	ME	ME	ME							ME
6D Science	EE	ME	EE			EE	ME	EE		
6 D Mathematics	EE	EE	ME				ME	ME	ME	
6 D Music	EE		EE		ME					EE
6 D Drama	EE		EE							EE
6 D Art	ME		ME		ME					
Physical and health education										
6D ICT	EE		EE			EE	EE	EE	EE	

Interdisciplinary Assessment

Criteria	Achievement Level	Criteria	Achievement Level
A: Disciplinary grounding	5	B: Synthesizing	6
C: Communicating	6	D: Reflecting	5

Yearly Attendance

% Present	Absent	Present	Late
100	0	169	0

Interdisciplinary Assessment

Record of assessment results for an unit of work for two subjects.

Careful analysis of the report will help you and your child identify areas to work on in the future and to guide their learning across all of their subjects.

If you have any questions about how best you can help your child, or you want more information about their assessment portfolio, then **ASK THE TEACHER.**

Portfolio of Achievement

Miras will aim to register English Taught Stream Grade 10 students for external validation of grades at the beginning of final year of the MYP, provided students meet all the necessary requirements for registration.

Students must have been enrolled in the English Taught Stream class for at least one year to register all of their subjects.

Students in the Russian Taught Stream and the Kazakh Taught Stream may be able to register some of their subjects, only if these have been taught in English.

Details about the registration process will be given to students at the start of Grade 10.

On the next two pages we describe the final award made to MYP students when they complete Grade 10 of the programme.



At the end of Grade 10 all MYP students will graduate with a Portfolio of Achievement that shows the student's personal profile and achievements in various aspects of her/his life at school. It will provide the necessary background information that may be helpful to the student when planning their future career.

All students will be encouraged to contribute additional documents to their own portfolio; however, it will contain the following:

IBO-validated documents such as an IBO Record of Achievement (where appropriate – see below) and an IBO MYP Certificate (where appropriate – see below)

School-specific documents such as the student's written appreciation of her/his achievements and experiences at the school, a record of the student's Service as Action activities, a statement on the Personal Project by the student (if completed) and her/his supervisor, school transcripts of the student's results.



Record of Achievement

Students who have registered to complete eAssessment and/or ePortfolio validation by the IBO will receive a copy of their validated grades in a document called a "Record of Achievement". The record will list all grades in all subjects validated and can be a valuable addition to the Portfolio of Achievement.

All students at Miras are strongly encouraged to register for validation of their subjects and the personal project.

The decision to register for validation must follow consultation between students, parents, teachers, Personal Project Coordinator, Action as Service Coordinator and the MYP Coordinator.

MYP Certificate

Students who have registered for validation may also qualify for an IBO-issued MYP Certificate.

Students will automatically qualify for the certificate if they:

- Register for validation of eAssessment and ePortfolio as described below
- Register for validation of their Personal Project
- Achieve a total of 28 points or more in all subjects and the Personal Project
- Achieve a minimum grade 3 in each of the eAssessments, ePortfolios and Personal Project
- Have completed the Service as Action programme.



eAssessment & ePortfolios

Students who would like to register for IB validated grades must take part in the following validation process at the end of Grade 10.

Validation consists of two parts:

1. On-screen eAssessment exams in English Language and Literature, Mathematics, Sciences, Individuals & Societies and one interdisciplinary exam. All these on-screen exams are externally marked.
2. ePortfolios for Language Acquisition and one of Arts or PHE. These portfolios will be internally marked but externally moderated.

It is also possible to register for a smaller number of subjects to be validated, but this would not allow the student to qualify for the MYP Certificate. Students wishing to select only a small number of subjects for validation must discuss this with the MYP Coordinator to seek approval.

Students who are planning to enter the Miras IB Diploma programme in Grade 11 & 12 are strongly recommended to register for all subjects.

The results of these eAssessments and ePortfolio validation will determine whether or not the student will be awarded the MYP Certificate. In all cases, the student will receive the MYP Record of Achievement.

Language Options at Miras

In the IBO Middle Years Programme, language is studied as a Language and Literature subject (First Language) and as Language Acquisition subject (Foreign Language). At Miras, all students are expected to study a course of Language and Literature. The Language Acquisition course studied by an individual student will be governed by the language framework as described by the IBO, and outlined below.

Language and Literature

<p>IB Framework:</p> <p><i>Language and Literature is ideally studied in the mother tongue of the student but may be the language in which the student has the highest level of proficiency. It is often the language of instruction of the school, but need not be if the language of instruction is not the student’s mother tongue.</i></p> <p><i>Any language mentioned in the “IB list of languages” can be taught as a Language and Literature course, provided the students have received instruction fulfilling the requirements and objectives as stated in the Language and Literature guide (May 2014).</i></p> <p><i>The school is ultimately responsible for the quality of language training for its students. In many cases schools will have to establish a language programme for students whose mother tongue is not the language of instruction of the school and who arrive at the beginning of, or part-way through, the MYP.</i></p> <p><i>In such cases, the IB strongly encourages schools to help those students maintain and improve their mother tongue wherever possible, while putting in place measures that will allow them to become proficient in the school’s language of instruction.</i></p> <p><i>Where special external instruction takes place (private tutor) with the intent of providing an equivalent to an MYP Language and Literature course, any tutors appointed must be provided with the necessary documentation and material to teach the course. The external tutors must also have regular contact with the Lang & Lit teachers within the school to ensure a common understanding of the course objectives, and they must carry out internal standardization of the final assessment at the end of the course.</i></p> <p style="text-align: right;"><i>[MYP Coordinator’s Handbook © IBO, 2012]</i></p>	<p>Within this framework, Miras offers the following:</p> <p>Language and Literature – English, Russian and Kazakh</p> <p>All students study a Language and Literature course at Miras. The language will depend on the stream they are studying in.</p> <ul style="list-style-type: none">• English Taught Stream<ul style="list-style-type: none">○ English Language and Literature.• Russian Taught Stream<ul style="list-style-type: none">○ Russian Language and Literature.• Kazakh Taught Stream<ul style="list-style-type: none">○ Kazakh Language and Literature
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Language Acquisition

IB Framework:

Language Acquisition is a language other than the student's mother tongue, learned at school. The MYP requires schools and MYP partnerships of schools to provide sustained language learning in at least one Language Acquisition course over the whole course of the programme.

The IB recognizes that many special cases will arise due to the transient nature of an international school's population. Consequently, it is a school's responsibility to make the best decision in the interest of each student, according to individual circumstances and the courses offered in the school. If the school's language of instruction is not the student's mother tongue, the school's language of instruction may be studied as Language Acquisition for a variable amount of time depending on individual circumstances.

For students whose mother tongue is not the language of instruction of the school, the school's language of instruction may be considered appropriate as their Language Acquisition course. Language and Literature instruction in another language must also be provided for those students to make them eligible for the MYP certificate.

In some cases a language understood by the student because of exposure to the language at home or elsewhere can be considered Language Acquisition depending on the individual student's level of proficiency in all four language skills (speaking, listening, reading and writing).

[MYP Coordinator's Handbook © IBO, 2012]

Within this framework, Miras offers the following:

English

English has traditionally been offered by Miras as a Language Acquisition course, and it will continue to be the main language offered in the foreseeable future to students in the **Russian Taught Stream** and the **Kazakh Taught Stream**.

(Additional English Language Acquisition support may also be offered to students in the English Taught Stream as part of our English Enrichment programme or through the after school English Language Academy.)

Language Acquisition offered at Miras

- English Taught Stream
 - Russian Language Acquisition
 - French Language Acquisition
 - Kazakh Language Acquisition
- Russian Taught Stream
 - English Language Acquisition
 - Kazakh Language Acquisition
 - French Language Acquisition
- Kazakh Taught Stream
 - English Language Acquisition
 - Russian Language Acquisition
 - French Language Acquisition

Mother Tongue Language

The school will provide support for another mother tongue language, but will not provide a teacher of that language. Learning resources beyond those ordinarily available in the school library must be provided by the student's family, including the provision of a tutor.

We strongly advise that students select a Miras taught Language Acquisition course wherever possible.

Additional Guidance

1. The same language cannot be studied as a Language and Literature course and as Language Acquisition.
For the purposes of the MYP certificate, a student at Miras in Grade 10 may register for final assessment in courses in either:

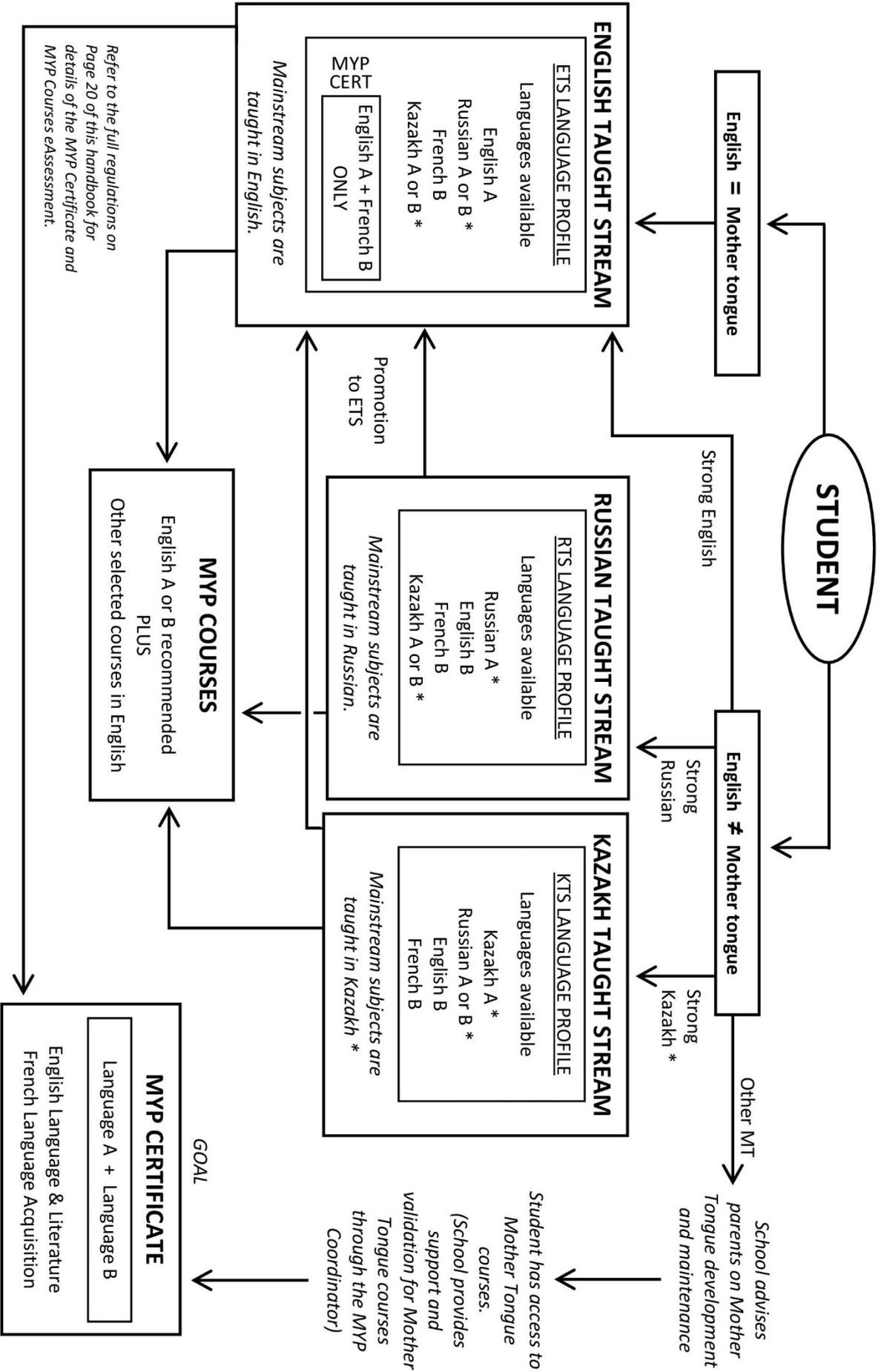
At least one Language and Literature and one Language Acquisition (see list above)

At Miras, while other language combinations do exist (see previous pages), the only possible combination of languages in the English Taught Stream that support the registration for an MYP Certificate is:

English Language & Literature + French Language Acquisition

2. Changes to an individual student's language profile:
 - a. Changes to language profiles at any time during the course of the student's study in the MYP can only be made after careful consideration by the family, and under recommendation and with the full support of the language teachers and the **MYP Coordinator and/or Secondary Principal**.
 - b. Students must have been enrolled in the MYP for the full duration of Grade 10 in order to be registered for final assessment. Changes to an individual student language profile are not therefore allowed during this final year of the programme.
3. When a student enrolls in our school mid-way through the school year, we believe it is important that both parents and student know that:
 - a. He/she will join a Language Acquisition class that already has reached a certain level of language development. If the student is transferring from a school to continue studying that language, then this should not present too many difficulties. However, where they may be starting a new language completely, then they will be behind the rest of the class by default, even if the class had started the school year at a beginner level.
 - b. Miras cannot provide an individual programme for students starting a language for the first time. Obviously, the teacher will try to help the student catch up as much as possible. However, a proactive and independent attitude from the outset (and for the remainder of the school year) is expected from the student. Only with such a commitment will the student be able to catch up on the development of language skills already completed by the class by the time they enter it.
 - c. Ideally, the school also recommends the temporary employment of a private tutor for lessons outside of school time until the gap is bridged.

MIRAS Language Profiles in the MYP



*** IMPORTANT:** Kazakh A/B and Russian A/B are not available for eAssessment purposes in the MYP.

Language Acquisition phases

Beginning in 2012-13, the Language Acquisition subject group was organized into six phases. The phases represent a developmental continuum of additional language learning).

Depending on their prior additional language learning experiences, this allowed students to:

- start their MYP Language Acquisition course in any phase on the continuum
- exit their MYP Language Acquisition course from any phase on the continuum.

The use of phases to describe a student’s level of development, better supports conversations about future further study, and allows these to take place earlier in the student’s education.

For example, phases 4, 5 and 6 allow for a smooth transition from MYP Language Acquisition to Diploma group 2 courses, and for strong linguists, to group 1 courses also. The MYP framework for Language Acquisition reflects the concepts and skills of the presumed knowledge for these Diploma courses.

Students continuing on to the Diploma will have developed not only an inquiring and reflective approach to language learning, but also critical-thinking and literacy skills that they will be able to apply and extend in group 1 and group 2 courses.

The chart below shows the pathways from the PYP through the MYP Language Acquisition courses to Diploma group 1 and group 2 courses.

PYP	MYP		Diploma
Phases 1-5	Phase 1		Language B Ab Initio
	Phase 2		Language B Ab Initio
			Language B SL
	Phase 3		Language B SL
	Phase 4		Language B SL/HL
	Phase 5		Language B SL/HL
			Language A: literature SL
			Language A: language and literature SL
			Literature and performance SL
	Phase 6	Language A	Language A: literature SL/HL
			Language A: language and literature SL/HL
Literature and performance SL			

*Pathways from the PYP through the MYP Language Acquisition courses to Diploma groups 1 and 2 courses
(Adapted from “MYP Language Acquisition Subject Guide” © IBO 2014)*

Important note:

This chart gives only an indication of the possible language development pathways open to students. Parents and students should use it as a guide only, and discuss any future aspirations with the MYP Language Acquisition teacher. Transitions from MYP Language Acquisition to Diploma groups 1 and 2 will always be discussed on an individual student basis.

Details of Diploma courses are provided in the IB Diploma Handbook, available from the school website.

Subject organization

The information provided on the next four pages describes the subjects normally offered in the MYP at Miras. In all Grade levels, subjects are mandatory. This information is accurate at the time of publication and may vary because of timetable adjustments made during the school year. Parents and students will be advised about any such changes if they become necessary.

There is no subject choice. The programme is designed to give a balance across all subject groups as required by the IBO. The duration of each lesson is 40 minutes.

One lesson per week is devoted to a homeroom hour.

RTS and KTS classes also take one class of Self and Social Awareness (SSA), a mandatory requirement for the Kazakhstan National Certificate. This is not an MYP class. Some aspects of the class may also be covered in Homeroom class for the ETS students.

Grade 5

MYP 0

Subject Group	Subject	Lessons per week		
		Grade 5		
		ETS – 5D	RTS – 5AB	KTS – 5C
Language & Literature	English A Kazakh A Russian A	English A 5 lessons English A or Russian A 1 lesson	Russian A 5 lessons	Kazakh A 5 lessons Russian A 5 lessons
Mathematics	Mathematics	6 lessons	6 lessons	6 lessons
Sciences	Science	2 lessons	2 lessons	2 lessons
Individuals & Societies	Humanities	4 lessons	-----	-----
	World history History of Kazakhstan	----- -----	1 lesson 2 lessons	1 lesson 2 lessons
Language Acquisition	Kazakh B Russian B English B French B	Russian A or Russian B 5 lessons French B or Kazakh B 5 lessons	English B 5 lessons Kazakh B 4 lessons French B 2 lessons	English B 5 lessons Russian B 4 lessons French B 2 lessons
Physical & Health Education	Physical Education Dance	3 lessons	3 lessons	3 lessons
Arts	Music	1 lesson	1 lesson	1 lesson
	Visual Art	2 lessons	2 lessons	2 lessons
Design	ICT	2 lessons	2 lessons	2 lessons
	SSA	-----	1 lesson	1 lesson
	Homeroom	1 lesson	1 lesson	1 lesson
	Homework prep	3 lessons	3 lessons	3 lessons
	Total	40 lessons	40 lessons	40 lessons

Subject Group	Subject	Lessons per week			Lessons per week		
		Grade 6			Grade 7		
		ETS – 6D	RTS – 6AB	KTS – 6C	ETS – 7D	RTS – 7AB	KTS – 7C
Language & Literature	English A Kazakh A Russian A	English A 5 lessons English A or Russian A 1 lesson	Russian A 5 lessons	Kazakh A 5 lessons Russian A 4 lessons	English A 5 lessons English A or Russian A 1 lesson	Russian A 5 lessons	Kazakh A 5 lessons Russian A 4 lessons
Mathematics	Mathematics	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons
Sciences	Science (incorporating Geography)	5 lessons	5 lessons	5 lessons	5 lessons	5 lessons	5 lessons
Individuals & Societies	Humanities World History Hist. Kazakhstan	5 lessons ----- -----	----- 2 lessons 2 lessons.	----- 2 lessons 2 lessons.	5 lessons	----- 2 lessons 2 lessons.	----- 2 lessons 2 lessons.
Language Acquisition	Kazakh B Russian A Russian B English B French B	Russian A or Russ B 4 lessons French B or Kazakh B 4 lessons	English B 4 lessons Kazakh B 4 lessons French B 2 lessons	English B 4 lessons Kazakh B 4 lessons French B 2 lessons	Russian A or Russ B 4 lessons French B or Kazakh B 4 lessons	English B 4 lessons Kazakh B 4 lessons	English B 4 lessons
Physical & Health Education	Physical Education	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons
Arts	Music Drama Visual Art	1 lesson 1 lesson 2 lesson	1 lesson 1 lesson 1 lesson	1 lesson 1 lesson 1 lesson	1 lesson 1 lesson 2 lesson	1 lesson 1 lesson 1 lesson	1 lesson 1 lesson 1 lesson
Design	ICT	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
	English Enrichment	-----	1 lesson	1 lesson	-----	2 lessons	2 lessons
	SSA	-----	1 lesson	1 lesson	-----	1 lesson	1 lesson
	Homeroom	1 lesson			1 lesson	1 lesson	1 lesson
	Total	40 lessons	40 lessons	40 lessons	40 lessons	40 lessons	40 lessons

Subject Group	Subject	Lessons per week			Lessons per week		
		Grade 8			Grade 9		
		ETS – 8D	RTS – 8AB	KTS – 8C	ETS – 9D	RTS – 9AB	KTS – 9C
Language & Literature	English A Kazakh A Russian A	English A 5 lessons English A or Russian A 1 lesson	Russian A 5 lessons	Kazakh A 5 lessons Russian A 4 lessons	English A 5 lessons English A or Russian A 1 lesson	Russian A 5 lessons	Kazakh A 5 lessons Russian A 4 lessons
Mathematics	Mathematics	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons
Sciences	Biology Chemistry Physics	2 lessons 2 lessons 2 lessons	2 lessons 2 lessons 2 lessons	2 lessons 2 lessons 2 lessons	2 lessons 2 lessons 2 lessons	2 lessons 2 lessons 2 lessons	2 lessons 2 lessons 2 lessons
Individuals & Societies	Humanities Geography World History Hist. Kazakhstan	5 lessons 1 lesson ----- -----	----- 1 lesson 1 lesson 2 lessons	----- 1 lesson 1 lesson 2 lessons	5 lessons 1 lesson ----- -----	----- 1 lesson 1 lesson 2 lessons	----- 1 lesson 1 lesson 2 lessons
Language Acquisition	Kazakh B Russian A Russian B English B French B	Russian A or Russ B 4 lessons French B or Kazakh B 4 lessons	English B 4 lessons Kazakh B 4 lessons	English B 4 lessons	Russian A or Russ B 4 lessons French B or Kazakh B 4 lessons	English B 4 lessons Kazakh B 4 lessons	English B 4 lessons
Physical & Health Education	Physical Education	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons
Arts	Visual Art	2 lessons	2 lessons	2 lessons	3 lessons	3 lessons	3 lessons
Design	ICT	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
	English Enrichment	-----	2 lessons	2 lessons	-----	2 lessons	2 lessons
	SSA	-----	1 lesson	1 lesson	-----	1 lesson	1 lesson
	Homeroom	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
	Total	40 lessons	40 lessons	40 lessons	40 lessons	40 lessons	40 lessons

In Grade 10, students will also be given one lesson per week to work on their Personal Project.

Subject Group	Subject	Lessons per week		
		Grade 10		
		ETS – 10D	RTS – 10A	KTS – 10C
Language & Literature	English A Kazakh A Russian A	English A 5 lessons	Russian A 4 lessons	Kazakh A 4 lessons
Mathematics	Mathematics	6 lessons	6 lessons	6 lessons
Sciences	Biology Chemistry Physics	4 lessons 3 lessons 3 lessons	4 lessons 3 lessons 3 lessons	4 lessons 3 lessons 3 lessons
Individuals & Societies	Humanities Hist. Kazakhstan	5 lessons 1 lesson	3 lessons 3 lessons	3 lessons 3 lessons
Language Acquisition	Kazakh B Russian B English B French B	Russian A or Russian B 4 lessons French B or English B 2 lessons French B or Kazakh B 3 lessons	English B 5 lessons Kazakh B 4 lessons French B 2 lessons	English B 5 lessons Kazakh B 43 lessons French B 2 lessons
Physical & Health Education	Physical Education OR	3 lessons	3 lessons	3 lessons
Arts	Visual Art			
Design	ICT	-----	-----	-----
	SSA	-----	1 lesson	1 lesson
	Homeroom	1 lesson		
	Total	40 lessons	41 lessons *	41 lessons *

* The RTS and KTS classes are given one additional lesson each week to complete the national Kazakhstan curriculum requirements. The lesson takes place in period 9 (3:30 – 4:10pm), one day per week.

Subject Outlines

Language and Literature – English, Russian & Kazakh

The aims of the teaching and study of MYP Language and Literature are to encourage and enable students to:

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

Subject Criteria

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

English Organization

English has an important role at Miras because it is one of our languages of instruction.

Students following a programme in English Language and Literature are also expected to function at an academic level in all other subject groups in English. Students who follow the ETS programme of study qualify for registration of the MYP Certificate in Grade 10 (see page 21).

Language and Literature is described more fully on page 22 of this handbook.



Mathematics

The aims of the teaching and study 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 power 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.

Subject Criteria

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

Mathematics Organization

The framework for MYP mathematics outlines five branches of mathematical study.

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability
- Discrete mathematics



Students transferring from other systems may have a period of adjustment, particularly if they have focused on only one or two of these branches in their previous school. Additional support may be necessary through the mathematics teacher or learning support team.

In Grades 9 and 10, strong students who could potentially study HL Mathematics in the IB Diploma, will be encouraged to follow an **extended** and more demanding programme of mathematics.

Mathematics in Grades 9 and 10 require the use of a scientific calculator.

Miras recommends the **Casio fx-9860GII** calculator.

Sciences

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

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

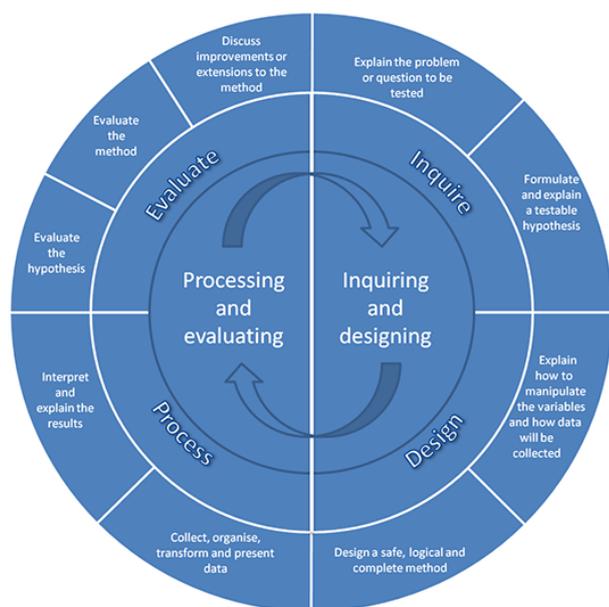
With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

The knowledge, skills and attitudes that students develop in sciences courses provide a meaningful foundation for further study and help to prepare students for careers in academic and corporate research, as laboratory assistants and managers, in scientific consultancy for a range of companies and NGOs, in teaching, in fieldwork and journalism.

Subject Criteria

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 the impacts of science	Maximum 8

Science Organization



The sciences are studied as an integrated course in Grades 5, 6 and 7.

From Grade 8 onwards students' study three separate disciplines (Biology, Chemistry and Physics) under the guidance of subject specialists, in preparation for further study in the IB Diploma.

This graphic shows the dynamic relationship between the four areas of experimental design and reporting.

*Experimental cycle © IBO 2014
(MYP Sciences subject guide)*

Language Acquisition – French, Russian, Kazakh & English

The aims of the teaching and learning of MYP Language Acquisition are:

- 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 their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Subject Criteria

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

Language Acquisition Organization

Students can choose to explore Language Acquisition in French, Kazakh, Russian or English, depending on the language of instruction (ETS, RTS or KTS) they are studying in. (See pages 27-30 for details.)



Physical and Health Education - PHE

The aims of the teaching and study of MYP Physical and Health Education are to encourage and enable students to develop:

- Use inquiry to explore physical and health education concepts
- Participate effectively in a variety of contexts
- Understand the value of physical activity
- Achieve and maintain a healthy lifestyle
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences

Subject Criteria

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

The assessment of these criteria can and will involve students having to record their ideas and activities in written form.

PHE Organization

MYP Physical and Health Education are explored through a wide range of physical activity throughout the school year. These activities can include:

- Swimming
- Football (soccer)
- Volleyball
- Hockey
- Gymnastics
- Handball
- Basketball
- Dance
- Rugby
- Sports leadership



Arts

The aims of the teaching and study of MYP arts are for 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 context
- respond to and reflect on art
- deepen their understanding of the world



Subject Criteria

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

Arts Organization

MYP recognizes the following artistic disciplines in which students can receive grades verified by IB.

Visual Arts (VA): Visual arts and media (which can be taught together as integrated visual arts).

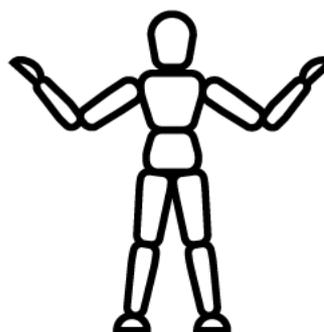
Performing Arts (PA): drama, music (which can be taught in various combinations, for example, in integrated performing arts).

These subject sections are united by a common global context, cross-cutting topics, a common statement for the study and key concepts.

A systematic approach to the study of subjects of the Arts group allows students to form a conscious attitude to the Arts in general, an understanding of the role of art in human life, a natural need for art.

In Grade 6 & 7, students will experience elements of both Visual Arts and Performing Arts.

In Grades 8, 9 & 10 students will study only Visual Art. This allows our students to fulfil the ePortfolio assessment requirements of the MYP Certificate in the Arts.



Design – ICT

MYP Design (ICT) is a compulsory subject for all students in Grades 5-9.

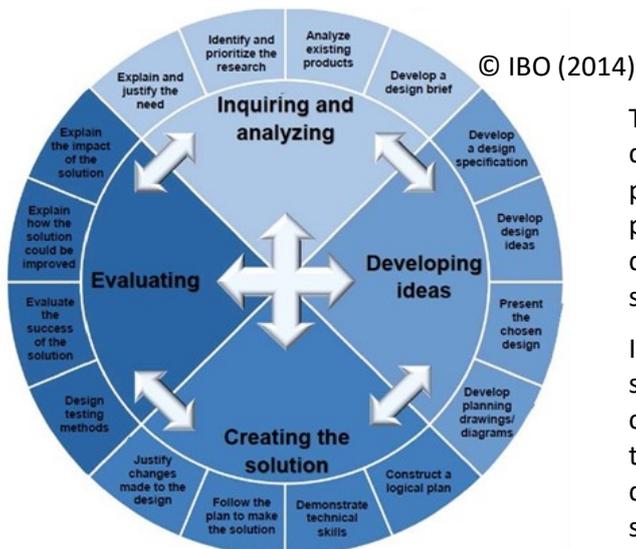
The aims of the teaching and study of Design are to encourage and enable students to:

- 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

Subject Criteria

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

Design Organization – The MYP Design Cycle



The MYP design cycle model represents how real-life designers develop products to unique solutions. The process is divided into four stages, and this incremental process allows the designer to go from identifying a design opportunity to the testing and evaluation of a solution.

Inquiry and problem-solving are at the heart of the subject. MYP Design requires students to use the design cycle as a tool, which provides them with a methodology to structure the inquiry and analysis of problems, the development of feasible solutions, creation of a chosen solution, and the final testing and evaluation of it.

MYP Design is project-based which helps students to develop key approaches to learning (ATL) that lead to success and enjoyment in their learning. Creating novel solutions to authentic problems and designing improvements to existing products are essential aspects of design. However, all students are expected to become actively involved in, and to focus on, the whole design process rather than just on the quality of their final solution.