European School IB Middle Years Programme Handbook

2019-2020 Academic Year

Contents

WELCOME MESSAGE

A very warm welcome to MYP at The European School

On behalf of all staff of MYP I would like to extend a warm welcome to all parents and students. The European School is where students are directed towards identifying their skills, passions and attitudes in an environment where all learners are valued. Guided by the philosophy that a holistic approach to learning is vital, I firmly believe that it is essential that all teachers at ES aim at recognizing the uniqueness of every student, adopting their teaching and learning strategies to meet their learning styles and abilities.

Our prime objective at ES is to prepare our students with what they need to face in the 21st century with all its challenges: Therefore, we choose the IB system as our educational program. The MYP prepares students to be international citizens who cherish their own identity. It guards them with the ability to transfer skills and knowledge they learn to create new solutions for problems that keep evolving.

None of this would be possible without our teachers who are from the highest caliber recruited from the best Georgian and international schools. Nevertheless, the endeavors of our parents and their support thus remain an indefinite pillar at ES. Acknowledging that students benefit best when the significant adults in their lives work together to encourage and support them, we believe that fostering positive home-school links are key to the success of our educational process.

We look forward to partnering with our committed parents, who share the same vision to help making the MYP happen at The European School.

Respectfully,

Linda Tsitskishvili

MYP Coordinator

The International Baccalaureate Learner Profile

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. (IB, 2013)

Disposition	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Inquirers	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global Significance
Knowledgeable	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Thinkers	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.
Open-minded	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.
Communicators	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.

Principled	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.
Caring	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 Middle Years Programme

The goal of IB is to provide students with the values and opportunities that will enable them to become creative, critical and reflective. MYP programme focuses on developing skills and attitudes, the understanding of the concepts and knowledge needed to participate in an increasingly global society. It emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. The International Baccalaureate (IB) Middle Years Programme (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a concept-driven programme (ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth. The IB MYP relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

Our Mission

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

The IB MYP Philosophy

The IB MYP emphasizes Holistic Learning.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes Intercultural Awareness and Communication.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and other subjects.

The IB MYP is Student-Centered.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

The philosophy's key elements permeate the whole curriculum and are practiced throughout the curriculum model.

MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgment.

The IB Middle Years Programme at The European school of Tbilisi, Georgia

The European School of Tbilisi, Georgia adopted the IB MYP because the philosophy and objectives of this program reflect those of the school. In addition, the IB MYP

- Is an international program with no bias towards any particular national system
- Provides for vertical consistency across Grades with the IB Diploma in Grades 11 and 12 and with the PYP; many elements of the IB MYP are common to the skills required by the Diploma and developed in the PYP
- Provides assessment, within the IB MYP subjects, which shares a common approach by being criterion-related and inquiry-based
- Has strong, interdisciplinary elements
- Is flexible enough to allow European School of Tbilisi, Georgia to design the curriculum to fit student needs
- Supports curriculum development and external evaluation

The IB MYP Curriculum Model

A concept is a big idea — a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to

- Process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings.
- Create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge
- Increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- Achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges and create greater subject depth through the study of discipline-specific related concepts
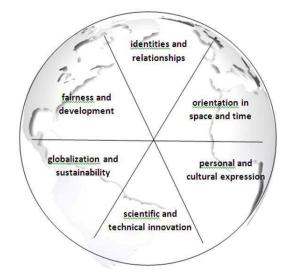
Global Contexts

Subject content is organized around themes or perspectives called Global Contexts. In the MYP, learning contexts should be authentic world settings, events and circumstances. Contexts for learning in MYP are chosen from global contexts to encourage international-mindedness and global engagement within the programme as well as to make worthwhile connections between the real world and classroom learning. In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today.

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances

that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts (right) inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts, which are shown in the following diagram.

MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme (see below), creating relevance for adolescent learners.

Primary Years Programme (PYP) (G1-5)   Middle Years Programme (MYP) (G6 – 10)

Trans-disciplinary themes: Global contexts:

Who we are   Identities and relationships

Where we are in place and time   Orientation in space and time

How we express ourselves   Personal and cultural expression

How the world works   Scientific and technical innovation

How we organize ourselves   Globalization and sustainability

Sharing the planet   Fairness and development

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

In Grade 10, the school assesses the Global Contexts through a significant, extended Personal Project completed by each student individually.

Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them "learn how to learn".

The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme.

There are ten Approaches to Learning (ATLs) MYP clusters explained below:

Communication	I. Communication skills Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction?
	Reading, writing and using language to gather and communicate information language?	How can students demonstrate communication through language?
	II. Collaboration skills	
Social	Working effectively with others	How can students collaborate?
	III. Organization skills	
Self-management	Managing time and tasks effectively	How can students demonstrate organization skills?
	IV. Affective skills	

	Managing state of mind • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience	How can students manage their own state of mind?
	V. Reflection skills	
	(Re) considering the process of learning; choosing and using ATL skills	How can students be reflective?

Research	**VI.** **Information literacy skills**	
	Finding, interpreting, judging and creating Information	How can students demonstrate information literacy?
	VII. **Media literacy skills**	
	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
Thinking	**VIII.** **Critical thinking skills**	
	Analysing and evaluating issues and ideas	How can students think critically?
	IX. **Creative thinking skills**	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. **Transfer skills**	
	Using skills and knowledge in multiple contexts	How can students transfer skills and knowledge across disciplines and subject groups?

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit's formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives.

Service as Action (S&A)

Service as Action in MYP

Service as action is an element of MYP program, which helps IB learners to engage in local and global community,

make connections between the things learnt in class and needs and problems in their surroundings. Based on the

knowledge acquired at school and personal interests of the students, after becoming aware about the needs of the

community students will take an action and participate in meaningful SA activities and projects, which will benefit the

students and the society as well.

MYP learning outcomes for service

MYP students should, through their engagement with Service as Action, meet the following outcomes:

- Become more aware of their own strengths and areas for growth-Students will consider their skills and think about how to develop them
- Undertake challenges that develop new skills-Unfamiliar activities or familiar activities undertaken at higher level will be challenging for students
- Discuss, evaluate and plan student-initiated activities- To engage in planning and show the initiative will be seen the best through C&S projects
- Persevere in action-This means to the commitment, attend activities regularly, show the attempt to solve the problem
- Work collaboratively with others-Students will collaborate with the students in group activities and projects, with the SA coordinator, with the target groups in their projects
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding-This outcome could be met through international projects, or at least through engaging in global issues
- Consider the ethical implications of their actions-Students have to consider who will benefit from the activity/project and who's interests will be harmed.

Service as Action requirements in MYP European School

Grade	C&S activity	C&S project	Creativity	Action(sport)	Learning outcomes
Grade 6	Minimum1				3
Grade7	Minimum2				4
Grade 8	Minimum 2		1creativity or 1 sport's activity		5
Grade 9	Minimum 2	1 project	1creativity or 1 sport's activity		7
Grade 10	Minimum 2		1creativity	1sport's act.	7

Fulfillment of the school expectations for participation in Service as Action is a requirement of the IB MYP Certificate. Students need to show the evidence of their involvement in activities through their reflections in ManageBac, which will be monitored by SA coordinator, who will determine whether the student have met the SA requirements.

What is the difference between Community & Service activities and Community& Service projects?

Characteristic	C&S activity	C&S project
Duration	Short time	Longer period of time (at least one month)
Planning	Planed by S&A coordinator or another teacher	Planed by the student
Stages of participation	Passive participation in the activity	Several stages: investigation, preparation, action, reflection, demonstration.
Skills	1-2 skill could be acquired/developed	Several skills could be acquired/developed
Reflection on ManageBac	Student submits one reflection after the event	During the project student reflects regularly.

Documenting　SA: reflecting through ManageBac

During reflecting students should attempt to answer the following questions:

- What do you perceive and notice?
- How did you help the community?
- Who did you work with? How do you feel being involved?
- What obstacles did you have to overcome?
- What did you learn from this activity and how might you apply this learning to your life in general?
- What did you achieve as part of this activity and how has it allowed you to show personal development?
- Which learning outcomes have you met during this activity? Describe your experience and how it links with this learning outcome.

Acknowledgements: This SA handbook for IB MYP European School has been created with input gained from the guide entitled "MYP: From principles into practice" published by the International Baccalaureate Organization, Geneva; The C&S handbook of ISBerne.

In Grades 6-10, students are encouraged to participate in community and service-based activities. It is up to the student to select and reflect upon what constitutes a C&S activity. By Grades 9-10, students should be able to show personal initiative through their C&S choices and activities. Each student is required to complete three C&S reflections and completion of these activities is recorded in semester reports. The portfolios may also contain photographs, journal entries, poems, etc. In Grade 6, C&S guidance is strong, whereas by Grades 9-10, students take more C&S responsibility.

The C&S Coordinator publishes and promotes various C&S activities, exchanges, and trips throughout the year.

These are advertised in the newsletter, student assemblies and within the wider community.

In Grades 9-10, students have a C&S interview in mid-June to check on their progress and verify their commitment to the program. C&S is a requirement for IB MYP graduation and is continued in the IB DP. Although students may turn in reflection sheets for their portfolios at any time, Grades 9-10 are requested to respect the final deadlines in early June so that the portfolios are complete for the interviews.

The Personal Project

The Personal Project (PP) is an extended, independent piece of project work completed by each student in the last year of the program, Grade 10. Some students actively develop their topic over the preceding summer break.

Project topics may be creative or research-based and, ideally, they should reflect a student's personal interest. The stages of the process are documented by a journal that is assessed. While there is some recognition of the project through the criteria, a student's record of, research about and reflection on the process is a significant part of the final result. Through the use of a process journal, the supervisor will provide support and guidance through the PP process.

The Exhibition is held towards the end of the personal project, in the beginning of March. Each student is allocated a space with a table. Most students also bring their own laptop to assist in their presentations. By request, students can also receive data projectors, speakers, extra space, and whatever school resources they might need. Students display photos, journals, videos, their actual projects, if possible, and their project reports. Each student prepares a presentation.

Project spaces are assigned according to each student's guiding area of interaction, with all the projects within the same area of interaction displayed in one zone.

The audience is primarily students, teachers and parents from the school. All are invited, and year 4 students are required to attend.

Language Placement Policy

Language learners are designated either as Language B (language acquisition) or Language A (language and literature) and the school's goal is that "B" learners should eventually acquire the necessary fluency to join an "A" class. MYP teachers will assign students to classes based on students 'ability.

When a student joins a Language A class and demonstrates success at this level over an extended period of time, they will no longer be able to return to a B class. Students exiting the MYP (Grade 10) in a Language

A class, and having demonstrated success at this level, will not have access to IB DP (Grade 11) Language B classes; MYP Language A students are expected to enroll in an IB DP Language A class.

The International Baccalaureate at European school of Tbilisi, Georgia

Grades 6-10

Subject groups

IB MYP Grade 6	IB MYP Grade 7	IB MYP Grade 8	IB MYP Grade 9	IB MYP Grade 10
English Language and Literature	English Language and Literature	English Language and Literature	English Language and Literature	English Language and Literature
Georgian Language and Literature	Georgian Language and Literature	Georgian Language and Literature	Georgian Language and Literature	Georgian Language and Literature
Russian Language and Literature	Russian Language and Literature	Russian Language and Literature	Russian Language and Literature	
English Language acquisition (different phases)	English Language acquisition (different phases)	English Language acquisition (different phases)	English Language acquisition (different phases)	English Language acquisition (different phases)
French Language acquisition (different phases)	French Language acquisition (different phases)	French Language acquisition (different phases)	French Language acquisition (different phases)	French Language acquisition (different phases)
German Language acquisition (different phases)	German Language acquisition (different phases)	German Language acquisition (different phases)	German Language acquisition (different phases)	German Language acquisition (different phases)
Russian Language	Russian Language	Russian Language	Russian Language	Russian Language

acquisition (different phases)	acquisition (different phases)	acquisition (different phases)	acquisition (different phases)	acquisition (different phases)
Individuals and societies	Individuals and societies	Individuals and societies	Individuals and societies	Individuals and societies
Sciences	Sciences			
Biology	Biology	Biology	Biology	Biology
Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
Physics	Physics	Physics	Physics	Physics
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Design	Design	Design	Design	Design
Arts-Visual	Arts-Visual	Arts-Drama	Arts-Drama	Arts-Drama
Physical and Health Education	Physical and Health Education	Physical and Health Education	Physical and Health Education	

Group 1: Language and Literature (also known as Languages A)

English, Georgian, Russian

Language A is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

Main Objectives

The study of MYP Language A is to encourage and enable students to

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- Develop critical, creative and personal approaches to studying and analyzing literary and non-literary works
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-
- life contexts

Skills

Objective A: Analyzing

In order to reach the aims of studying language and literature, students should be able to

- Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
- Analyze 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

Objective B: Organizing

In order to reach the aims of studying language and literature, 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

Objective C: Producing text

In order to reach the aims of studying language and literature, 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

Objective D: Using language

In order to reach the aims of studying language and literature, 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.

Group 2: Language Acquisition (also known as Languages B)

English, French, German, Russian

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each Grade and language.

Assessment

Teaching and learning in language B is organized into six phases. The phases represent a developmental continuum of additional language learning (language B). Students may commence their language B course

in any phase on the continuum and may exit from any phase on the continuum. However, teachers must take note of the following stipulations:

- Students with no prior knowledge of the language B they wish to study in the MYP should start in phase 1.
- It is assumed that students exiting from phase 4 have had the equivalent of at least four years of language B learning.
- Phase 6 can be considered the step-over phase to MYP language A and will not be the exit level for most language B students.

Language B objectives are organized into four communicative processes:

A) Comprehending spoken and visual text

As appropriate to the phase, the student is expected to 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

As appropriate to the phase, the student is expected to 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 response to spoken, written and visual text

As appropriate to the phase, the student is expected to 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 and written form

As appropriate to the phase, the student is expected to 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

Group 3: Individuals and Societies (also known as Humanities)

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Main Objectives

A) Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to

- Use terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

B) Investigating

In order to reach the aims of individuals and societies, students should be able to

- Formulate a clear and focused research question and justify its relevance
- Formulate and follow an action plan to investigate a research question

- Use research methods to collect and record relevant information
- Evaluate the process and results of the investigation

C) Communicating

In order to reach the aims of individuals and societies, students should be able to

- Communicate information and ideas using an appropriate style for the audience and purpose
- Structure information and ideas in a way that is appropriate to the specified format
- Document sources of information using a recognized convention

D) Thinking critically

In order to reach the aims of individuals and societies, students should be able to

- Discuss concepts, issues, models, visual representation and theories
- Synthesize information to make valid arguments
- Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- Interpret different perspectives and their implications

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

Group 4: Sciences

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Main Objectives

The course objectives are closely aligned to the four science assessment criteria:

A) Knowing and understanding

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

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyze and evaluate information to make scientifically supported judgments

B) Inquiring and designing

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

- Explain a problem or question to be tested by a scientific investigation
- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations

C) Processing and evaluating

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

- Present collected and transformed data
- Interpret data and explain results using scientific reasoning
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- Evaluate the validity of the method
- Explain improvements or extensions to the method

D) Reflecting on the impacts of science

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

- Explain the ways in which science is applied and used to address a specific problem or issue
- Discuss and evaluate the various implications of the use of science and its application in solving a Specific problem or issue

- Apply communication modes effectively
- Document the work of others and sources of information used

Knowledge

Specific course content is selected to provide smooth progression through the MYP and thorough preparation for the IB Diploma Programme science courses.

Assessment

Each semester students are graded on the six assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

Group 5: Mathematics

Standard Mathematics

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Main Objectives

In MYP mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A) Knowing and understanding

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

- Select appropriate mathematics when solving problems
- Apply the selected mathematics successfully when solving problems
- Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts

B) Investigating patterns

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

- Select and apply mathematical problem-solving techniques to discover complex patterns

- Describe patterns as general rules consistent with findings
- Prove, or verify and justify, general rules

C) Communicating

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

- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- Use appropriate forms of mathematical representation to present information
- Move between different forms of mathematical representation
- Communicate complete, coherent and concise mathematical lines of reasoning
- Organize information using a logical structure

D) Applying mathematics in real-life contexts

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

- Identify relevant elements of authentic real-life situations
- Select appropriate mathematical strategies when solving authentic real-life situations
- Apply the selected mathematical strategies successfully to reach a solution
- Justify the degree of accuracy of a solution
- Justify whether a solution makes sense in the context of the authentic real-life situation

Skills

Students will develop the following skills over their period of study in mathematics:

- Knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework
- Problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables)
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy

- ▪ Information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism
- ▪ Information and communication technology skills: Confident use of computer applications and calculators when analyzing problems, expressing a clear line of mathematical reasoning by use of technology
- ▪ Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view
- ▪ Reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning

Knowledge

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

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

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

Group 6: The Arts

Visual Art, Drama

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-

confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

Main Objectives

The arts objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the center and connects directly with each of the other objectives. The course objectives are closely aligned to the four arts assessment criteria:

A) Knowing and understanding

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

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

B) Developing skills

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

- Demonstrate the acquisition and development of the skills and techniques of the art form studied
- Demonstrate the application of skills and techniques to create, perform and/or present art

C) Thinking creatively

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

- Develop a feasible, clear, imaginative and coherent artistic intention
- Demonstrate a range and depth of creative-thinking behaviours
- Demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D) Responding

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

- Construct meaning and transfer learning to new settings
- Create an artistic response which intends to reflect or impact on the world around them
- Critique the artwork of self and others

Skills

Through a study of the three core arts disciplines of Music, Visual Art and Theater, students should be able to:

- Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- Communicate a critical understanding of the art form studied in the context of their own artwork
- Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- Apply skills, techniques and processes to create, perform and/or present art
- Reflect critically on their own artistic development and processes at different stages of their work
- Evaluate their work
- Use feedback to inform their own artistic development and processes
- Show commitment in using their own artistic processes
- Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- Support, encourage and work with their peers in a positive way
- Be receptive to art practices and artworks from various cultures, including their own

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

Media & Film

Media and film involve a close study of the media as a means of mass communication and its impact on different types of audiences. Possible topics could include bias, censorship, and representation. Texts will be drawn from a wide range of media including: film, advertising, journalism, radio and television. Tasks will be assessed with arts criteria.

Group 7: Design
Digital Design

MYP Design is compulsory for all students in Grades 6-10.

Main Objectives

The course objectives are aligned to the four design assessment criteria:

A) Inquiring and analyzing
In order to reach the aims of design, students should be able to

- Explain and justify the need for a solution to a problem for a specified client/target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyze a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

B) Developing ideas
In order to reach the aims of design, students should be able to
- Develop a design specification which clearly states the success criteria for the design of a solution
- Develop a range of feasible design ideas which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- 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 design, students should be able to

- 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
- Demonstrate excellent technical skills when making the solution
- Follow the plan to create the solution, which functions as intended
- Fully justify changes made to the chosen design and plan when making the solution
- Present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

D) Evaluating

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

- Design detailed and relevant testing methods, which generate data, to measure the success of the solution
- Critically evaluate the success of the solution against the design specification
- Explain how the solution could be improved
- Explain the impact of the solution on the client/target audience

Knowledge

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification progressing to how man -made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Assessment

In Grades 6-9, students are assessed throughout the year. In Grade 10 the projects are longer and so each criterion is assessed twice, with focused tasks used to address particular skills. All work is matively assessed, and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

Group 8: Physical and Health Education (also known as PE)

Physical Education

IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

The assessment of criterion A is often project or portfolio-based, using students' written skills.

Main Objectives

The course objectives are assessed through four criteria:

A) Knowing and understanding

In order to reach the aims of physical and health education, students should be able to

- Explain physical health education factual, procedural and conceptual knowledge
- Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
- Apply physical and health terminology effectively to communicate understanding

B) Planning for performance

In order to reach the aims of physical and health education, students should be able to

- Design, explain and justify plans to improve physical performance and health
- Analyze and evaluate the effectiveness of a plan based on the outcome

C) Applying and performing

In order to reach the aims of physical and health education, students should be able to

- Demonstrate and apply a range of skills and techniques effectively
- Demonstrate and apply a range of strategies and movement concepts
- Analyze and apply information to perform effectively

D) Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to

- Explain and demonstrate strategies that enhance interpersonal skills
- Develop goals and apply strategies to enhance performance
- Analyze and evaluate performance

Skills and Knowledge

One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP PE level.

Language Options: Grade 6-9

MYP Language Requirements at European school

Please note that to meet the requirements for the IB Middle Years Programme Diploma, a student must follow two languages and one of these must be a Language A. In Grades 6-10, European school offers three language course options and an IB MYP student may have any combination of A or B languages, as long as one language is a Language A.

IB Language Programs

The IB offers two different language programs, Language A –Language and literature and Language B Language acquisition. Language A is designed to support native (or mother-tongue) speakers and is based on the study of literature; Language B is designed for students who are still learning the language and is aimed at improving language usage.

In Grades 6-10, all students have to study two languages. Typically, these are English – the language of instruction

Georgian – the language of our host country

In addition, all students in Grades 6-10 must choose one language program from the following options:

Option 1: One Language A offered by the school

- English A, Georgian A, Russian A.

Option 2: One Language B program offered by the school

- English B, French B, German B, Russian B, Georgian B (Georgian language for beginners)

Language Policy

Language is central to all learning and transcends subject boundaries. It is fundamental to the development of each attribute of the student learner profile - providing access to knowledge, facilitating communication

and giving a voice to thought, reflection and emotion. Every community member is a language teacher and learner, continually striving to develop and promote an understanding of, and appreciation for, the power of language. Language stimulates cultural identity and global awareness. We support this through the development of fluency in English as the language of instruction, the teaching of other languages and the celebration and support of mother tongue[i].

We aim to:

- Facilitate the strong development of language learning in all the languages of our school community
- Have students identify the importance of language development in developing as learners and as global citizens
- Develop the power of language as a means of communication, intellectual development and as an important part of understanding one's own culture and the culture of others including that of the host country
- Identify the role of language in developing the attributes of the IB Learner Profile and use this knowledge to inform teaching and learning throughout the school
- Ensure that language development is celebrated and enjoyed by all

GAL Georgian as the Host Country Language

As an international school, we have a special responsibility to recognize and support our students in the learning of the host country language. The acquisition of the host country language enriches the personal experience of living in the host country and allows students to communicate and socialize with their host country community. It also gives a deeper awareness of cultural values, traditions and social norms different from their own. Learning another language brings greater awareness and understanding of one's home language, culture and cultural identity. During the learning of the host language, the following areas are covered:

- Learning how to use Georgian in everyday situations, for social interactions and in leisure activities. Topics include: making friends and visiting, shopping and money, clothes, weather, the seasons, food and eating out and leisure time activities
- Learning about Georgia and Georgian Culture, its customs, traditions and holidays, history and geography

- Learning about the Georgian language and how it works compared to other languages
- Learning through Georgian about the personal, social and scientific worlds and links are made with the Programme of Inquiry

For Georgian students, learning their native language and English has the same priority, because to know each language suitably is the basis for successful learning in the future. The school promotes learning and teaching of English Language as well as Georgian so that our students are able to communicate both languages equally.

Mother Tongue

School provides support to students in the classroom in their mother-tongue by using visual aids and signs. Parents are encouraged to read, write, and speak with their children, especially in their native language as these skills will transfer over to their development in English. The aim is for them to maintain and develop their mother-tongue. Where possible, students are encouraged to continue their studies by attending after-school classes in their mother-tongue. Library resources will continue to be developed in order to build a wide range of materials in mother-tongue to include; language books, culture and heritage specific as well as general reference books, and interactive media and DVDs.

Homework

Setting home assignments is seen as an important way to develop the independence of learners and their ability to research and reflect on what they have learnt in class. Home assignments are also a vehicle for developing skills through practice – such as language acquisition and mathematical processes. Teachers need to be fair about setting home-assignments and good about helping students plan their time and organize their schedules. Teachers should always listen to and take into consideration the claims of students that they are overloaded and make a reasonable judgment about whether this is a fair claim or not.

It is usually best to set home-assignments over a week so that students have the chance to organize their time and home-assignment schedule. Smaller, shorter home-assignments may be given especially where the tasks are routine.

As a rough guide, teachers should return checked home-assignments in the same period given to students to complete e.g. if an assignment was given for the next day then it should be returned within a day; if it was set over a week, then it should be returned within the following week.

Setting deadlines and helping students to stick to them is important. Being soft about deadlines does not help students to become self-disciplined. Sometimes students do have real issues about not meeting deadlines – consult with their class teacher if you are unsure of the excuse a student is using.

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Homework assignments are given to prepare students for the next day's lesson or to offer students the opportunity to practice newly acquired skills. Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond.

MYP assignments such as reports, and projects take many weeks of careful planning and good organization on the part of the student.

The school does not operate a homework timetable for students, although deadlines for Grade major summative tasks that require considerable homework time are shown on the ManageBac site at https://es.managebac.com. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

It can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Students are also expected to proofread all written tasks. The student diary includes a spelling section for student to record common errors. Getting work done on time requires careful planning, organization, determination and self -discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, our policy is that:

- Teachers clearly communicate to students the guidelines, expectations and use of criteria for homework or coursework, as well as actively encourage the students' use of the homework diary.
- Students are responsible for finding out about any and all missed assignments. All missing assignments must be made up. Assignments due during an absence should be submitted during the first lesson upon return. Any work assigned during an absence is due on the regular due date unless prior arrangements have been made with the teacher.
- If a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school, if the teacher wishes. Special arrangements for exams will only occur due to sickness (accompanied with a doctor's certificate) or bereavement.

IB MYP Assessment and Criteria

At European school we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

The program provides teachers with a structure for assessment based on fixed objectives for the final year (Grade 10), but the teachers can then adapt the criteria to meet the needs of their students in earlier years.

Assessment in the IB MYP at European school is

1. Varied in approach

Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role -play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

2. Formative as well as summative

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards.

3. Criterion-related, not deficit-based

Assessment is criteria-related, so that students are assessed against published, agreed learning objectives. Assessment should be on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives.

For more information on assessment principles and practices in the Secondary School, as well as criterion-related assessment, please read the Assessment policy available on the website.

Subject	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
	Analyzing	*Organizing*	*Producing Language*	*Using Language*
Language and Literature	Communicating in Oral form	Interpreting visual text	Comprehending written text	Communicating in written form
Language Acquisition	Knowing and understanding	Investigating	Thinking critically	Communicating

Individuals and Societies	Using knowledge	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Using knowledge	Inquiring and designing	Communicating	Reflecting
Arts	Using knowledge	Developing Skills	Thinking creatively	Responding
Physical and Health Education	Using knowledge	Planning through inquiry	Applying and performing	Reflecting and demonstrating
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Inquiring	Planning	Evaluating	Communicating

Awarding Grades

Each subject has a precise scale suited to its particular objectives and requirements. All criteria in all subjects are assessed out of a total of eight marks.

For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. You

can access more information about assessment on our website, by viewing the Assessment policy available on ES's website.

The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP (Grade 10). In Grades 6-9 teachers apply age-appropriate interim criteria that are aligned to the interim objectives. In Grade 10, students must be assessed against published final IB MYP criteria for each subject.

Reports for the midterm, end of the term and end of the year are posted on electronic report system, they include:

- An evaluation of the ATL skills shown during that semester
- A level and descriptor for the different criteria of that subject
- An overall level of achievement for the subject out of 7
- A comment by the teacher

In addition to individual subject reports, the report portfolio will include:

Homeroom comments, including information on ATL and Service & Action.

Summary of the Specific-Subject Assessment Criteria

IB MYP General Levels of Achievement

For each subject, there are assessment criteria that describe a specific level of achievement. Below is a generic explanation of each level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.
Note: Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others.

MYP Diploma Requirements and Graduation

To be awarded the MYP Diploma, a student's second semester final report should demonstrate:

- A total point score total of at least 36/64 points overall from the 8 subject groups and the Personal Project combined
- At least a 2/7 in each subject area
- At least a 3/7 on the Personal Project
- That the student has met European school expectations for Service & Action (Community & Service)
- Minimum 90% attendance in each course

Students of the European School will also receive a modified MYP report.

European School Academic Honesty

What we aiming for?
- Principled learners who realize the importance of gaining recognition for (the products of) their own development.
- Principled learners who recognize and acknowledge what they have learnt and what have understood from others.
- Principled learners who respect those who have provided information that they use to support their own ideas and claims.

What do we mean by academic honesty?
Being academically honest means, for a student of European School, expressing oneself:
- Using one's own words, diagrams, pictures, graphs and other forms of communication
- Using properly referenced quotes, diagrams, pictures, graphs and other forms of communication that have been made by others.
- Clearly noting one's own contribution to collaborative efforts and noting those of others fairly.
- Following the rules of test and examination taking.

To be explicit:

Students will not

- Copy another student's assignment or part of an assignment
- Let anyone copy your assignments or help them in cheating in any form
- Copy from another student's paper (test, exam, quiz, etc.)
- Communicate with another student during a class assessment
- Share information with other student during an assessment
- Cheat in test by using unauthorized notes or other systems to help you cheat
- Invent or alter date collected during a practical investigation
- Have anyone else do your assignments for you. This means other students, parents, tutors, brothers or sisters, friends, etc. For suggestions as to how others can help you, see 'Tips for parent's below.
- Plagiarize by cutting and pasting or copying the work of the others from the internet
- Plagiarize by pretending the ideas of others are your own. It is good to use the ideas of others, but you must reference them.
- Plagiarize by using a language translator to change form one language to another and pretending that you wrote it
- Use a past assignment you or someone else did without discussing with the teacher before starting the assignment
- Pretend that you did your share of a collaborative assignment when you didn't forge a signature
- Be dishonest in any way that gives a false impression of your learning and achievement

How do we get there?

Teachers need to:

- Explicitly notify and explain where necessary the method of referencing, structuring essays
- Be vigilant and make concerted attempts to detect breeches of academic honesty.
- Encourage students to be academically honest in presenting evidence of their own learning in order to be helped to improve
- Help weaker students by structuring assignments so that they can make a fair attempt at each assignment without resorting to academic dishonesty
- Structure assignments so that the possibility of plagiarism is limited (different topics for different students, submission of notes, plans, drafts)

Procedures and consequences

If you are found being academically dishonest then the following consequences will occur:

First time offence: You will receive a verbal warning from your teacher who will bring the matter to the attention of your homeroom teacher. They will explain to you the importance of academic honesty until you show that you understand. Your homeroom teacher will record this and discuss the matter at the next homeroom meeting. Your other teachers will be informed by the homeroom teacher. You will have to redo the assignment to the satisfaction of the teacher, but **no grade may be received for it**.

Second Offence: You will be reported to the Program coordinator and they will speak again to you about the importance of academic honesty. A note will go to your parents and this will go on your record. Your other teachers will be informed by the homeroom teacher. You will have to redo the assignment to the satisfaction of the teacher, but **no grade may be received for it.**

Third Offence: You will report to the Program Coordinator and they will ask your parents to come to school. They will explain to you and your parent the seriousness of the offence and you will be suspended internally (study alone in school; have breaks alone) or externally (not be allowed to attend class) as the Program Coordinator sees fit.

Offences occurring in connection with major tests and externally moderated assignments:

For Diploma examinations, you will be asked to leave the examination room and you will be disqualified from the programme. You will not receive your Diploma.

For major in- school examinations, you will be asked to leave the examination room and your test will be discarded. You will undergo the consequences as though you have made a third offence(above).

For being academically dishonest in assignments that are sent away by the school to the IBO, the IBO will be informed, and you will be disqualified from the programme. You will not receive your Diploma.

Towards an academically honest school…

Our aim is that we are all academically honest and principled about our learning. The punishments for academic dishonesty are harsh because we believe that the best learners are honest and that academic dishonesty is detrimental to the student, our school and our society in the end. However, at ES we aim to help students to understand this viewpoint themselves. Towards this end, here are some tips for teachers, students and parents.

This policy and the ES Mission Statement

In our endeavor to help young people to become the best learners they can be, we recognize the need for good learners to be principled and ethical in their learning. By actively contributing to principled learning in the community, learners help create trust, faith, and integrity in themselves and in the institutions and workplaces they are part of the gradually but surely making the world a better place and themselves better learners.

Tips for teachers

- Encourage students to understand that their assignments are for them not you.
- Structure and differentiate tasks so that students can, with effort show how well they can perform a task (i.e. not make tasks neither too difficult nor too easy – tasks that are too difficult or for which students have little time will lead them resorting to plagiarism).
- Follow policy and have each student repeat any assignment that is copied.
- Report all instances of repeated plagiarism to the Program Coordinator

Tips for students

- Good relations with your teacher are most important. Your teacher is your guide to become a better learner.
- Teachers want to see what you can do so that they can help you improve. So do your own assignments. There is little point in submitting copied assignments.
- If you cannot do something very well, ask the teacher for ideas of how you can improve.
- It is good to collaborate and to use the ideas of others, but you must follow the guidelines in acknowledging the part others have played in your assignments and the information/ideas you have used.
- Use your email account to contact your teacher when you need to.

Tips for parents

- Encourage your child to see the importance of doing their best and submitting their own assignments.
- By all means help your children with their home assignments but do so by asking questions, giving hints, etc. You are not helping them by directly telling them what to do or doing the task for them. If they are not able to complete an assignment for any reason, they should discuss the matter with their teacher as soon as possible.
- Make sure that your child has all the equipment including calculator, dictionaries, etc. that they need so that they do not have to borrow from others.

Please write us if you have further ideas (t.sekhniashvili@europeanschool.ge)

I have read and understood the above policy and resolve to be honest and principled and to follow this policy.

Student name: ……………………. Signature: Date: ………….

As a parent/guardian I have read and understood the policy above and resolve to guide my child in following and respecting the policy.

Parent/Guardian name: …………………….
Signature……………………………………. Date: ……………………………….

Examination Regulations for Grade 10

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
   - General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
   - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).

4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.

Late arrivals

No additional time will be allowed for students arriving late for the examination.

Temporary absence

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.

If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

Early departures

Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

No examination materials – examination papers, answer papers, rough working – may be taken out of the examination hall.

Students must leave the examination room in a quiet and orderly manner.

Examination Guidelines

Please read through the following examination guidelines about taking examinations at ES.

1. Go to bed early the night before the exam. You will do much better in your exam if you are rested and alert.

2. Eat well during the exam period. There is evidence to show that performance is linked to diet and energy levels.

3. Read the exam timetable carefully. If you miss an exam there is nothing to be done about it. You should know ahead of time on which days you have exams, at what time they start and where they take place.

4. Be there 15 minutes early to give you time to calm down, take your seat and set-up. You will start the exam feeling more relaxed and in the right frame of mind.

5. Allow for metro problems! These are rare but they do happen. Transport problems are not an excuse for being late or absent and you will be marked down if they cause you to do poorly.

6. Go to the toilet before the exam. If you go during the exam you are wasting vital time.

7. Come equipped with: pens, pencils (and spares), ruler, eraser, (graphical) calculator, and a (non-electronic) translating dictionary.

8. You should not ask other students to borrow their equipment, either before or during the exam.

9. Do not bring anything into the exam room which is not allowed: Do not bring mobile phones, mp3 players, correction fluid or Tippex, books, bags, coats, or food (you may bring a bottle of water).

10. Put all of the above into your locker before coming to the exam or you will be sent back.

11. No talking at all once the exam papers are open and until you are told that you may at the end. If you talk to anyone during the exam you will be in breach of the academic honesty policy.

12. If you have reading time, use it well! Look over the paper carefully and spot what you will be able to do well and where you may have problems.

13. You are not allowed to ask the invigilator questions about content. You may ask technical questions.

14. Speak to your teacher before the exam so that you know beforehand:

- Whether or not you have to do all of the questions
- How many questions you have to do
- How much time you have to complete the exam
- Whether you can answer the questions on the question paper
- Whether you should use blank paper

14. Read the instructions carefully to make sure that you do understand what you have to do. Check that you have every page of the examination paper.

15. Make sure you know what is in the formula/data booklet, if there is one, and where to find it. Make sure you also know what is not in it.

16. Keep an eye on the clock. You should use your time intelligently and well. For multiple choice papers fill in the answers close to the end as best you can.

17. Do not look at other students' work for any reason. Again, this will be in breach of the academic honesty policy and you may fail the exam if you do it.

18. Do not move about the exam room without permission. If there is a problem of any sort, put your hand up to attract the attention of the invigilator, and wait. Do not call out and do not ask other students for advice.

19. When time is up, the exam is over and nothing else can be written. When you are told to do so, stop, and do not write anything else.

20. Do not leave the room until you are told to do so by the examination supervisor.

Assessment: FAQ

Why does ES use a 7-1 scale?

We do so to be consistent. We are an International Baccalaureate school and our scale is an adaptation of the IB 7-point scale used in the IB MYP and the IB DP. Our own assessment principles also require that students' performances be compared to agreed standards and criteria.

Each level on the 7-1 scale has a set of statements describing the quality of work required (descriptors). Each subject also uses individual criteria that may vary in their value. Through the use of grade boundaries, at the end of each semester, a general achievement level out of 7 is calculated for each subject.

Will having grades on the 7-1 scale put me at a disadvantage if I transfer to a system which uses a different scale?

It should not. Our grade scale has a clear advantage over many other evaluation scales; it describes the levels of achievement in terms of the quality of work and skills required while most other scales confine themselves to a single adjective per level. University admissions offices have told us that our students will be at no disadvantage provided the meaning and context of the grades is made clear. We provide documents which do both: the table of descriptors, our college profile, and charts of grade distributions.

How does a student or teacher know what the "expectations" are?

The student is usually given the expectations and/or guidelines for a particular task in the form of a task sheet or rubric when the assignment is given. Additional information is available on the website or from heads of department.

How do teachers standardize their expectations?

Teachers of the different sections of the same course do this by talking to each other and looking at the samples of students not in their own sections; this is called internal moderation and is good professional practice in many schools.

How difficult is it to score a 7?

Any student who meets the criteria for a 7 will score a 7, and the teacher should interpret the criteria at the Grade level of the course concerned. The criteria are achievable at all Grade levels.

What is a passing score for a course?

There are no passing grades for any course, although to earn the MYP Diploma you should aim to score a 4 (satisfactory) or better.

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For specific information about food, uniforms, school calendar, PTA, newsletter and extracurricular activities please refer to the parents' essential tab on the school website.

MYP has a Behavior Policy which is an additional document for parents to refer to on ManageBac system.