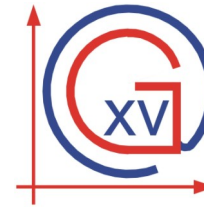


IB ASSESSMENT

Each subject group as well as personal project is provided with official IB Assessment criteria, depending on the nature of the subject. Subject teachers adapt the criteria according to a specific task. However at the end of term and school year the IB criteria are applied. The following are the grades that all MYP students receive on documents.

excellent	(7)
very good	(6)
good	(5)
satisfactory	(4)
mediocre	(3)
poor	(2) - fail
very poor	(1) - fail

Any other information on IB can be found on www.ibo.org



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INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME



School Year 2011—2012

THE SCHOOL MISSION STATEMENT

Our school aims to develop knowledgeable, principled and open-minded young people who will help create a better world, showing compassion and understanding for all the people in the world.

Our curriculum encourages students to become independent and critical thinkers, more inquisitive, risk-taking young people who will have to make responsible and educated choices and will apply the skills and knowledge they have learned in our school in their future lives.

Furthermore, we try to provide our students with opportunities that will enable them to develop and challenge their own personal values fostering open and effective communication.

Since we believe learning is a process we hope all our students will become lifelong learners with a capacity for compassion and empathy as well as strong international-mindedness.

THE THREE FUNDAMENTAL CONCEPTS OF THE MYP

The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. From its beginning, the MYP has been guided by three **fundamental concepts** that are rooted in the IB mission statement. These three fundamental concepts are

- **holistic learning**—representing the notions that all knowledge is interrelated and that the curriculum should promote the development of the whole person, whose attributes are described by the IB learner profile
- **intercultural awareness**—representing the notion that school communities should encourage and promote international-mindedness by engaging with and exploring other cultures, a key feature of international education as reflected in the attributes of the IB learner profile
- **communication**—representing the notion that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile.

Physical education

The MYP intends to cultivate a healthy and active lifestyle for students and consequently advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and learn of the benefits of a regular exercise regime.

The personal project

The personal project is a very important part of the MYP for all students. The personal project is a reflection of a student's ability to manage and direct their own inquiry, and a reflection of the skills learned through the MYP experience. It is a significant body of work produced over an extended period, a product of the students' own initiative, and should reflect their experience of the MYP. The personal project holds a very important place in the programme in that it provides an excellent opportunity for students to produce a truly personal piece of work of their choice and to demonstrate the skills they have developed. The process of completing the personal project is led by the student, with supervision by a teacher. The student is required to demonstrate the appropriate commitment, as well as the ability and initiative to work independently.

As shown in the programme model, and exemplified in the subject-group guides and other MYP documents, the five areas of interaction form the core of the programme: they are addressed through the subjects; they bind various disciplines together; they are the focus of varied learning experiences through project work, interdisciplinary activities and real-life community involvement. Although the areas of interaction are not awarded individual grades, they are central to the experience of the personal project, which is intended to be the culmination of the student's involvement with the five areas of interaction; the project is therefore completed during the fifth year of the MYP. The assessment of the personal project is a summative assessment of students' ability to conduct independent work using the areas of interaction as contexts for their inquiries.

THE SUBJECT GROUPS

The Middle Years curriculum model includes eight subject groups and at our school we offer the following in each subject group.

Language A

Language A course is literature based and a more profound knowledge and understanding of the language is required in order to follow its curriculum.

Language B

English, as language B is designed for students whose results in English entrance exams were below 65%, as it follows a different curriculum and different assessment criteria than Language A and is offered on advanced level.

Croatian as Language B is mandatory to foreign students, mainly at beginners' level.

Students also have to choose French or German as second Language B at the beginners, standard or advanced level.

Humanities subject group in our school offers both history and geography as separate subjects which are both taught for two years in the last two years of MYP.

Sciences subject group in the school offers biology, chemistry and physics also as separate subjects taught for two years in the last two years of MYP. They are all assessed against the same assessment criteria for sciences provided by the IB.

Mathematics is also taught for two years in both years of the MYP in our school and some of its aims and objectives include understanding of mathematical reasoning and processes; the ability to develop flexible strategies for problems in which solutions are not obvious; and the acquisition of mathematical intuition.

The **Technology** subject group of the MYP offers to all MYP students Design Technology in MYP 4 and Computer technology in MYP 5. As computers are increasingly an integral part of daily life, the aim of the programme is to provide personal experience in use of computers to every student and enable them to make use of information technology in continuing education and work. The emphasis is strongly on problem solving and the design process.

Arts courses offered at our school are Visual Arts and Drama. Students choose one or the other arts course and follow it for two years in MYP.

LANGUAGE POLICY

Middle Years Programme (MYP 4 and 5) at our school offers English as the language of instruction, and so does Diploma Programme at our school.

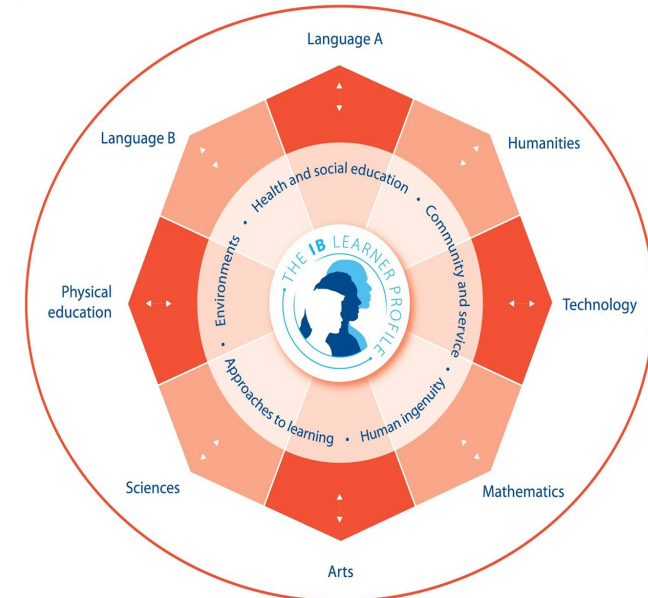
It offers two languages A- English and Croatian. All Croatian students have to take Croatian as language A, as this is the requirement of the Ministry of Education, so most of them have two languages A.

All of our students have to choose a language B - German or French - at foundation, standard or advanced level. Also Croatian B is offered to all foreign students at foundation and standard level.

THE CURRICULUM MODEL

The student, also known as IB learner, whose development is the focus of the MYP, naturally appears at the centre of the curriculum model. Surrounding the individual are three concentric rings housing five ideas known as **Areas of Interaction**. These are not academic subjects per se as are the specific disciplines around the perimeter, but rather are common themes embedded within and visible across the academic subjects.

The five **Areas of Interaction** are: Approaches to learning, Community and service, Health and social education, Environments and Human ingenuity.



THE AREAS OF INTERACTION

The areas of interaction provide the MYP with its unique core. Teaching subject areas through these contexts allows teaching and learning to focus on attitudes, values and skills.

Approaches to learning (ATL) represents general and subject-specific learning skills that the student will develop and apply during the programme and beyond. The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.

Community and service considers how a student engages with his or her immediate family, classmates and friends, as well as in the outside world as a member of these communities. Through effective planning and teaching, students can learn about their place within communities and be motivated to act in a new context.

Health and social education delves into the range of human issues that exists in human societies, such as social structures, relationships and health. The area can be used by students to find out how these issues affect societies, communities and individuals, including the students themselves. Through the area of health and social education, students can identify and develop skills that will enable them to function as effective members of societies, as well as learning about how they are changing and how to make informed decisions that may relate to their welfare.

Environments considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationship of different environments. This area can lead students to consider both their immediate classroom environments and global environments.

Human ingenuity deals with the way in which human minds have influenced the world, for example, the way we behave, think, interact with each other, create, cause and find solutions to problems, transform ideas and rationalize thought. It also considers the consequences of human thought and action.

ANNUAL TEACHING PLAN FOR IB MYP

Subject groups	Grade level			
	MYP 4 (1 MM)		MYP 5 (2MM)	
	Weekly	Annually	Weekly	Annually
Language A				
English	5	175	5	175
Croatian	4	140	4	140
Language B				
English	5	175	5	175
Croatian	3	105	3	105
German	3	105	3	105
French	3	105	3	105
Technology				
Design technology	2,5	87,5		
Computer technology			2	70
Mathematics	4	140	4	140
Humanities				
Geography	2/3	90	2/3	90
History	2/3		2/3	
Sciences				
Biology	2	70	2	70
Chemistry	2	70	2	70
Physics	3	105	3	105
Arts				
Visual arts	2	70	2	70
Drama	2	70	2	70
Physical Education	2	70	2	70