

## Curriculum Policy

### PURPOSE

This policy outlines the rationale for the curriculum in place in Marymount International School, the dynamic approach to curriculum generation and review, as well as detailing the procedures by which the curriculum is delivered, developed, supported, resourced and assessed.

### DEFINITIONS

**The Marymount Mission Statement** outlines the principal aims of the Catholic education that is provided for all girls attending Marymount International School.

**The IBO Mission** highlights the motivation to create a better world through education by providing challenging programmes of international education and rigorous assessment.

**The IB Learner Profile** is the IB Mission Statement translated into a set of attributes/learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals to inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

**The Middle Years Programme (MYP)** is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge and conceptual understanding encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global citizens. As part of their final year in the programme, students must complete the Personal Project, a significant body of work independently produced over an extended period of time. It is a product of the student's own initiative and should reflect her experience of the MYP.

**The IB Diploma Programme (DP)** is an academically challenging and balanced programme of education with final external examinations that prepares students, aged 16 to 19, for success at university and life beyond. The Diploma Programme enables students to acquire breadth and depth of knowledge and understanding: studying courses from 6 subject groups (minimum 3 x Higher Level and 3 x Standard Level), they develop both the skills and a positive attitude toward learning that will prepare them for higher education. They must study at least two languages and increase their understanding of cultures, including their own, and make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique **Theory of Knowledge** course. They must also undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the **Extended Essay** and enhance their personal and interpersonal development through **Creativity, Activity and Service**.

Individual **IB Certificates** can be awarded to students who do not pursue the complete IB Diploma. This gives students the opportunity to achieve external qualifications in their chosen subjects.

**The Marymount High School Diploma** is awarded to all students in Grades 9–12 who are taking courses that meet regularly throughout the year. In order to be eligible for this Diploma, students must achieve a minimum total of number of credits (see below).

Students at Marymount are formatively assessed on a continual basis and regularly complete summative assessments, especially in the lead up to reporting periods (quarterly). In accordance with the IBO Grading System, students are assessed using published assessment criteria, the scores of which can then be totaled to determine a Final Grade between 1 and 7, where 1 is very poor and 7 is excellent. The grade descriptors are as follows:

- 7 = Excellent
- 6 = Very Good
- 5 = Good
- 4 = Satisfactory
- 3 = Mediocre
- 2 = Poor
- 1 = Very Poor (no credit)

## POLICY

Marymount International School offers a curriculum that is adaptive, responsive and dynamic in its approach. It is driven and shaped by the Mission of School and the IBO as well as the needs of the 21st century learner. Learning is student-centred and concept-based, enabling students to make inter-disciplinary connections and understand how such concepts can be applied to the real world. Constructivist pedagogy is promoted as a basis for learning, supporting a balance of teacher focused delivery with collaborative, student driven classrooms, where technology supports inquiry and where the teacher is a facilitator, assisting in the discovery of knowledge and understanding.

As part of its ongoing commitment to the development of a skilled learning community, Marymount provides a wide range of professional development opportunities to help new and experienced educators understand and successfully deliver the curriculum. This consists of regular internal CPD facilitated by external speakers or members of Faculty sharing good practice. The School also takes advantage of the many opportunities available through the extensive networks it is associated with: RSHM, IBO, MAIS, GSA, BSA, CISC, MSA, CIS etc.

## ASSESSMENT

Assessment is varied and takes cognisance of different learning styles and multiple intelligences. The application of learning is evidenced in a variety of contexts: oral presentations; individual and group projects; experiments; multi-media presentations; reflections and written work as well as end of unit tests, final assessments and bi-annual examinations (High School students only).

Learning is also evidenced in the **extra-curricular life** of the students which includes an array of activities providing opportunities for developing the different aspects of each student. The curriculum is flexible to cater for individual student needs and it is age appropriate. It is responsive to student aptitude and language ability. Considerable support is given to those who require additional assistance in order to access the curriculum fully and the Enrichment Programme allows those who are particularly gifted to be directed towards further challenging learning opportunities.

## ACADEMIC INFORMATION

The School reserves the right to add and/or delete courses and/or modify units of study depending on the size of classes, the number of students taking a particular course and specific circumstances.

## PROCEDURES

### IB MYP

Students in Grades 6–10 must fulfil the requirements of the MYP, as well as the School's own requirements.

These include:

Language & Literature (typically the language of instruction i.e English; however, some students in Grades 9 and 10 may, if it can be accommodated, take Japanese, Korean, Chinese, German, Italian, Spanish and French); Language Acquisition; Individuals and Societies; Mathematics; Design; Arts; Sciences; Physical Education; Religious Studies; Philosophy and Ideas; Core; Personal, Social, Health and Economic Education. Note: The School's Language Policy allows for students in Grades 6,7 & 8 to have access to Mother Tongue Support classes if there are sufficient students and a teacher is available.

## MYP SUBJECT CHOICES

	GRADES 6 & 7	GRADE 8	GRADE 9	GRADE 10	OPTIONS
<b>Language &amp; Literature</b>	Language & Literature (English)	Language & Literature (English)	Language & Literature (English, French, Spanish, German, Mandarin, Japanese, Korean, Arabic)	Language & Literature (English, French, Spanish, German, Mandarin, Japanese, Korean, Arabic)	
<b>Language Acquisition</b>	Language Acquisition (Spanish B, French B or English B)	Language Acquisition (Spanish B, French B or English B)	Language Acquisition (French B, Spanish B or English B)	Language Acquisition (French B, Spanish B or English B)	
<b>Additional Language &amp; Literature</b>	Additional Language & Literature (Mother Tongue Support)	Additional Language & Literature (Mother Tongue Support)	Additional Language & Literature – French, Spanish, Japanese, Mandarin, German, Korean, Arabic	Additional Language & Literature – French, Spanish, Japanese, Mandarin, German, Korean, Arabic	
<b>Latin</b>	Latin	Latin	<i>Latin (option)</i>	<i>Latin (option)</i>	
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics	Mathematics	
<b>Individuals and Societies</b>	Social Studies (History and Geography)	Social Studies (History and Geography)	History	History	
			Geography	Geography	
<b>Science</b>	Combined Science	Combined Science	Combined Science	Biology	Grade 10: select 2 of the 3 Sciences
		Chemistry	Chemistry	Chemistry	
		Physics	Physics	Physics	
<b>Arts</b>	Design Technology	Design Technology	Design Technology	Design Technology	Grade 10: select 2 of the 3 Arts
	Art	Art	Art	Art	
	Music	Music	Music	Music	
	Drama	Drama	Drama	Drama	
	Dance	Dance	Dance	Dance	
<b>Religious Studies</b>	Religious Studies	Religious Studies	Religious Studies	Religious Studies	
<b>Philosophy and Ideas &amp; Core</b>	Core	Core	Philosophy and Ideas	Philosophy and Ideas	
<b>Physical Education</b>	Physical Education	Physical Education	Physical Education	Physical Education	
<b>PSHEE</b>	PSHEE (Personal, Social, Health and Economic Education)	PSHEE (Personal, Social, Health and Economic Education)	PSHEE (Personal, Social, Health and Economic Education)	PSHEE (Personal, Social, Health and Economic Education)	
<b>Core Elements</b>	MYP Portfolio	MYP Portfolio	MYP Personal Project	MYP Personal Project	

As a basic guide, students are expected to achieve a minimum grade of 4 in a subject studied in the MYP before considering it for the IB Diploma especially for Higher Level.

## IB DIPLOMA

Students in Grades 11 and 12 may choose to complete the full IB Diploma. They will be required to select one subject from each of the six subject groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). HL courses, by definition, involve a greater depth of study and quantity of work, whereas SL courses are perhaps a little more broad in their approach. The following course selection sheet displays the choices a DP student would need to make before the start of the course.

IB DIPLOMA SUBJECT GROUP	COURSE	LEVEL: HL/SL
<b>GROUP 1: Studies in Language and Literature</b> <i>Mother-tongue speakers or near-bilinguals</i>	Chinese A: Literature	HL SL
	English A: Literature	HL SL
	English A: Lang. & Lit.	HL SL
	French A: Literature	HL SL
	German A: Literature	HL SL
	Japanese A: Literature	HL SL
	Korean A: Literature	HL SL
	Spanish A: Literature	HL SL
	Other: Language A: Literature*	HL SL
<b>GROUP 2: Second Language</b>	French B	HL SL
	French <i>ab initio</i>	SL
	German B	HL SL
	Spanish B	HL SL
	Spanish <i>ab initio</i>	SL
	Other Language B / <i>ab initio</i> *	HL SL
<b>GROUP 3: Individuals &amp; Societies</b>	Economics	HL SL
	Geography	HL SL
	History	HL SL
	Psychology (online)	SL
<b>GROUP 4: Sciences</b>	Biology	HL SL
	Chemistry	HL SL
	Physics	HL SL
<b>GROUP 3/4: Trans-disciplinary</b>	Environmental Systems & Societies**	SL
<b>GROUP 5: Mathematics</b>	Mathematics	HL SL
	Mathematical Studies	SL
<b>GROUP 6: Arts OR elective</b> <i>(Elective means 6th subject may be chosen from Gp 1-4 above**)</i>	Music	HL SL
	Theatre	HL SL
	Visual Arts	HL SL
	Elective	HL SL
<b>Optional 7th</b> <i>(Elective means 6th subject may be chosen from Gp 1-4 above**)</i>	Further Mathematics	HL
	Elective	HL SL

\*Tuition paid privately between parent and tutor

\*\*ESS students may take a 2nd Arts subject as 6th subject

While the School makes every effort to meet the choices of each student, all subject combinations cannot be guaranteed.

To be awarded the full Diploma, students must achieve a total of 24 points out of a possible 45 (subject to certain criteria) on the final IB exams and complete the EE, TOK and CAS components.

### **IB Diploma Certificates:**

Students may choose to complete IB Diploma Certificates in individual subjects rather than complete the full Diploma. Separate qualifications are offered in TOK, the EE and also CAS.

### **Marymount High School Diploma:**

Students in Grades 9–12 must fulfil the requirements of the Marymount High School Diploma.

This is awarded to all students in Grades 9–12 who are taking courses that meet regularly throughout the year. On achieving a passing grade or better in a subject at the end of a year, students will receive one full credit. Students taking classes that meet fewer times per week throughout the semester will be awarded a partial credit upon achieving a passing grade or better. In order to be eligible for this Diploma, students must achieve a minimum total of number of credits. All the above criteria assume attendance at all classes, unless expressly permitted by school authority or medical authorisation.

#### **Credits:**

English	4 credits
Language B	3 credits
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits

In addition, Religious Studies and Physical Education are required each year of attendance at Marymount. All students in Grades 11 and 12 are also required to complete the CAS programme regardless of which options they choose to take.

### **EXTRA –CURRICULAR LIFE**

A variety of opportunities are available to the students in order to provide a holistic education for all. These include: Sports; Drama; Music; Educational Tours and trips; participation on numerous Leadership Teams: (National Honor Society, House Teams, Student Council, Student Goals and Implementation Committee, Boarding Council); Debating; MUN; Book Club, Retreats, Spiritual Life etc.

### **FURTHER INFORMATION**

Should further information be required please contact the Deputy Head Academic via the following email address:

Mr Marcou – Deputy Head: [marcoun@marymountlondon.com](mailto:marcoun@marymountlondon.com)

Information can also be found on the School website and also the IBO website (see links below)

#### **References**

- <http://www.marymountlondon.com/Philosophy-Objectives>
- <http://www.ibo.org/mission/>
- <http://www.ibo.org/myp/>
- <http://www.ibo.org/diploma/>

**Other Marymount Policies that may be useful for reference can be found on the School website:**

- Language Policy
- Enrichment Programme
- Provision for students with special education needs and learning difficulties and disabilities
- Extra-Curricular Life

**Approved: May 2019**

**To be reviewed: May 2022**