



Curriculum Policy

PURPOSE

This policy outlines the rationale for the curriculum in place in Marymount International School London, 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 London.

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** (also known as IB Courses) 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 further information and table 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 totalled 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 London offers a curriculum that is adaptive, responsive and dynamic in its approach. It is driven and shaped by the mission of the School and that of the IBO, as well as by the needs of the 21st-century learner. Learning is student-centred and concept-based, enabling students to make interdisciplinary 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 account of different learning styles and multiple intelligences (see *Assessment & Reporting Policy*). 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 biannual examinations (High School students only) and controlled assessments.

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 (see subject groups below) as well as the School's own requirements. Choice of subjects in Middle School (i.e. Grade 6, 7 and 8) is limited to Language Acquisition. However, upon entering High School (i.e. Grades 9 and 10), and in accordance with the IB MYP's protocols relating to subject flexibility, students have additional options in Sciences and Arts & Design.

In the IB MYP programme, students will study one or more subjects from the subject groups below:



- Group 1: 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/or French)
- Group 2: Language Acquisition
- Group 3: Individuals and Societies (History, Geography etc.)
- Group 4: Science (Integrated Science, Biology, Chemistry, Physics etc.)
- Group 5: Mathematics (Standard and Extended)
- Group 6: The Arts (Dance, Drama, Music, Visual Arts)
- Group 7: Design
- Group 8: Physical & Health Education

In addition, ALL MYP students are required to take Religious Studies; Personal, Social, Health and Economic Education (PSHEE) and Core (Grade 6, 7 & 8 only).

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:

	MIDDLE SCHOOL: Grades 6, 7 & 8	HIGH SCHOOL: Grade 9	HIGH SCHOOL: Grade 10
Language & Literature	English	English	English
Language Acquisition	English, French, Spanish	English, French, Spanish	English, French, Spanish
Additional Language Options	Arabic, German, Japanese, Korean, Mandarin (<i>Mother Tongue Support</i>)	Arabic, German, Japanese, Korean, Mandarin (<i>as L&L or LA according to Language Policy</i>)	Arabic, German, Japanese, Korean, Mandarin (<i>as L&L or LA according to Language Policy</i>)
Individuals & Societies	Integrated I&S (<i>History & Geography etc.</i>)	Integrated I&S (<i>History & Geography etc.</i>)	Integrated I&S (<i>History & Geography etc.</i>)
Science	Integrated Science	Options: 2 from Biology, Chemistry, Physics	Options: 2 from Biology, Chemistry, Physics
Mathematics	Mathematics	Standards Mathematics Extended Mathematics	Standards Mathematics Extended Mathematics
Performing Arts Art & Design	Dance, Drama, Music	Options: 2 from: Dance, Drama, Music, Visual Arts & Design	Options: 2 from: Dance, Drama, Music, Visual Arts & Design
Physical Education	Physical Education	Physical Education (<i>non-MYP</i>)	Physical Education (<i>non-MYP</i>)
PSHEE	PSHEE	PSHEE	PSHEE
Core	Core	-	-
Additional Courses			Personal Project

Please note that students in Grade 10 will prepare for and sit official IB MYP eAssessments in English and Mathematics.

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. Please see the School’s ‘Pathways Policy’ for further detail on minimum attainment levels for each stage of the programme.



IB DIPLOMA

Students in Grades 11 and 12 may choose to complete the full IB Diploma, IB Diploma Courses (known as Courses) or the Marymount High School Diploma (please see the School’s ‘Pathways Policy’ for more information on these different pathways).

Students opting to take the full IB Diploma will be required to select one subject from each of the six subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts, at least three and not more than four of which are taken at Higher Level (HL), and the remaining courses 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.

	Subject:	Level:
GROUP 1: Studies in Language and Literature <i>Mother-tongue speakers or near- bilinguals</i>	<ul style="list-style-type: none"> • Arabic A Literature* • English A Literature • English A Language & Literature • French A Literature* • German A Literature • Italian A Literature* • Japanese A Literature • Korean A Literature • Mandarin A Literature • Spanish A Literature 	HL/SL
GROUP 2: Studies in Language Acquisition	<ul style="list-style-type: none"> • Arabic B* • Arabic Ab Initio* (SL only) • English B • French B • French Ab Initio* (SL only) • German B • Italian B* • Italian Ab Initio* • Japanese B* • Japanese Ab Initio* • Korean B • Mandarin B • Mandarin Ab Initio • Spanish B • Spanish Ab Initio 	HL/SL
GROUP 3: Studies in Individuals & Societies	<ul style="list-style-type: none"> • Economics • Geography • History • Psychology 	HL/SL
GROUP 3/4: Transdisciplinary Studies	<ul style="list-style-type: none"> • Environmental Systems & Societies (ESS) 	HL/SL
GROUP 4: Studies in Science	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Sports, Exercise & Health Science (SEHS) 	HL/SL
GROUP 5: Studies in Mathematics	<ul style="list-style-type: none"> • Analysis & Approaches • Applications and Interpretations 	HL/SL
GROUP 6: Studies in The Arts	<ul style="list-style-type: none"> • Dance • Music 	HL/SL



	<ul style="list-style-type: none"> • Theatre • Visual Arts 	
Additional Subjects	<ul style="list-style-type: none"> • Extended Essay (<i>full DP students only</i>) • Creativity, Activity & Service (CAS) • PSHEE (<i>inc. university & career counselling</i>) • Religious Studies (<i>school-based syllabus</i>) • Theory of Knowledge (<i>full DP students only</i>) 	N/A

* - additional tuition fee payable to private tutor

While the School makes every effort to meet the choices of each student, not all subject combinations can 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 their final IB exams and complete the EE, TOK and CAS components to the required standard.

IB DIPLOMA COURSES:

As indicated above, students may choose to complete IB Diploma Courses in individual subjects rather than complete the full Diploma. Separate qualifications are offered in TOK, the EE and also CAS.

MARYMOUNT HIGH SCHOOL DIPLOMA:

ALL students completing the prescribed courses of study (MYP in Grades 9 and 10 and either full IB Courses of school-based courses in Grades 11 and 12) in Grades 9, 10, 11 and 12 (otherwise known as High School) are eligible for the Marymount High School Diploma. A Course Credit is awarded if a student achieves a final score of 3 or higher in a designated subject. To be awarded the Marymount High School Diploma, students must have achieved a minimum of 25 Course Credits by the end of Grade 12 as illustrated in the table below:

SUBJECT GROUP:	GRADE 9 & 10 CREDITS:	GRADE 11 & 12 CREDITS:	TOTAL CREDITS:
Language & Literature	2 credits	2 credits	4
Language Acquisition	2 credits	1 credit	3
Individuals & Societies	2 credits	1 credit	3
Religious Studies	2 credits	2 credits	4
Science*	3 credits	1 credit	3
Mathematics	2 credits	2 credits	4
Arts & Design* (options)	3 credits	-	2
Total Credits	16 credits	9 credits	25 credits

* - In Grades 9 & 10, students must study at least 2 Science subjects per year, each of which carry 1 credit, and 2 x subjects from the Arts & Design options lists, each of which also carry 1 credit. . Timetable permitting, students in Grades 9 & 10 can opt to study 3 x Sciences and 1 option from Arts & Design.

Please note that the table above represents the minimum number of credits required to be awarded the Marymount High School Diploma. Most students, particularly those on the full MYP and IB Diploma or full MYP and IB Courses pathways achieve far more than the minimum 25 credits over the course of their High School experience.

All the above criteria assume attendance at all classes, unless expressly permitted by school authority or medical authorisation.

As well as achieving the course credits outlined above, to remain eligible for the Marymount High School Diploma, all High School students are also required to complete the MYP Service as Action and/or IB Diploma CAS programmes (or school-based equivalents) regardless of which pathways 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 Senior Deputy Head (Academic) via the following email address:

Mr Marcou – Senior Deputy Head Academic: 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/>

RELATED POLICIES

Pathways Policy

Language Policy

Enrichment Programme

Provision for students with special education needs and learning difficulties and disabilities

Extra-Curricular Life

Assessment Policy

Approved:	July 2023
Reviewed:	August 2025
Next Review By:	August 2028