



Beijing BISS International School
北京BISS国际学校

Beijing BISS International School IB Middle Years Programme Handbook 2017 - 2018

Updated: June 2017



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23 years of Inspiring Successful Futures

Beijing BISS International School was founded in 1994 by its sister school, ISS International School in Singapore, as an independent proprietary, co-educational, English-language day school offering an international curriculum for Pre-Kindergarten - Grade 12 students from the expatriate community of Beijing. The 11,000 square meter campus is conveniently located near major expatriate residential areas in central Beijing, located just of the North of Third Ring Road, close to the Olympic Games Village.

BISS was the first international school to be licensed by the Beijing Educational Commission, and is accredited by the Council of International Schools (CIS), Western Association of Schools and Colleges (WASC), and the National Centre for Curriculum and Textbook Development (NCCT), Ministry of Education, China. The International Baccalaureate (IB) has granted BISS authorization to offer the Primary Years Programme (PYP), Middle Years Programme (MYP), and the Diploma Programme (DP).

Today, approximately 250 students from 30 different countries attend the school. BISS faculty members hail from the USA, Canada, Australia, Korea, New Zealand, China, Japan, Spain, India, Latvia, Greece, Poland, Ukraine, Germany, Israel and the UK. All are licensed in their home countries and qualified in their respective fields, and most hold advanced degrees. Their experiences in international education and diverse backgrounds contribute to the school's international character.

Facilities

Our BISS Main Campus includes:

- Over 30 classrooms
- Two libraries with books in multiple languages
- Music, drama and art studios
- A blackbox theatre
- Multi-purpose auditorium
- Science labs
- Design technology lab
- Cafeteria
- Separate play structures for kindergarten and elementary school students
- Gymnasium
- Sports dome with multi-purpose basketball, football, volleyball and badminton courts
- Rock-climbing wall
- Private medical clinic, staffed by a full time qualified nurse who provides medical services for BISS students and staff

Students also have regular access to the following facilities:

- Olympic Center and The National Aquatics Centre (Watercube) on priority-use basis

IT Infrastructure & Service

BISS uses cutting edge technology tools to enhance 21 Century Learning. The campus is a totally wireless-enabled campus which means that staff and students have access to the Internet from all parts of the school. The whole school's network infrastructure has been upgraded to provide stability and speed to support our Mac 1:1 Laptop programme across the Secondary School. All of our classrooms are installed with digital projectors and all learners use mobile technology as well as access online learning environments. Our students are able to keep up to date with the latest information through access to technology right in their classrooms via the following tools and more:

- iPads in classrooms (ES)
- 1:1 Mac Laptop programme (SS)
- Smartphones
- Moodle learning platform (SS)
- eBiss
- Blogs
- Managebac
- Urkund (SS anti-plagiarism platform)

Mission & Values

Beijing BISS International School is an IB World School serving the international community, committed to the ideals of the International Baccalaureate. Our mission is to educate and empower our students to attain personal excellence and positively impact the world.

In addition, we are also committed to the International Baccalaureate's mission to "develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect". At BISS, we implement the IB Learner Profile both inside and outside of the classrooms for a truly holistic and collaborative learning experience.

BISS believes in...

- Embracing diversity and treating everyone with dignity and respect
- Nurturing students in a caring, safe, healthy and stimulating environment
- Striving for excellence

- Taking responsibility and learning from our actions
- Working for a better future by helping others and conserving our planet's resources
- Living a balanced life
- The IB Learner Profile

Objectives

- Each student will acquire and demonstrate the knowledge, skills, attitudes and concepts necessary for their success in life.
- Each student will demonstrate the competence and confidence to identify and choose their own course of action.
- Each student will achieve their own goals and the outcomes of the IB programmes to their personal best.
- Each student will be an active, responsible participant in their various communities.

Strategies

- We will design and implement a scope and sequence for our curriculum that emphasizes academic rigor, active learning, and personal excellence.
- We will ensure that our school has the financial capability to achieve its mission and objectives
- We will expand our technology and enhance its use school-wide.
- We will employ and support enthusiastic, quality staff who are able to actively work together towards maximizing student achievement and the betterment of the school.
- We will develop open communication and decision making processes that will involve all stakeholders.
- We will ensure that our class sizes remain small to optimize student learning.
- We will improve our facilities and resources to provide a welcoming, safe, clean and conducive environment for the BISS community.

Strategic Delimiters

We will not adopt any new programme or initiative unless:

- It is aligned with our core values and contributes to our mission.
- It is accompanied by a plan to assess its effectiveness.
- It can be adequately resourced through available funds, space and time.
- It does not compromise our commitment to a culturally diverse, international student population.

Why BISS?

A REAL INTERNATIONAL SCHOOL

Our establishment in 1994 by our sister school in Singapore offered us a successful model and prototype for an international school that is not dominated by any one cultural group. Our mission and vision is one of international relationships. Students do not feel that they have to relinquish their own cultural identity for the majority culture. Our teachers come from 14 different countries and our students from 30. We offer a full International Baccalaureate curriculum to students from 3-19 years old. This programme has, at its core, the mission and core values to develop intercultural relationships and peace among the nations.

RELATIONSHIPS & COMMUNICATION

At BISS, interpersonal relationships are of great importance. Since we are a small school, it is much easier for us to establish these relationships and respond with agility to the various constituent groups. For example, many of our parents have difficulty communicating with us in English. Thus, we offer numerous strategies for parents to communicate with the school, via emails, WeChat, telephone, parent-teacher meetings, Monthly Parent Forums by random invitation, and also, drop-in and chat opportunities.

21st CENTURY LEARNING

Students at BISS use engaging technologies in collaborative, inquiry-based learning environments with teachers who are willing and able to use technology's power to assist in transforming knowledge and skills into products, solutions and new information. This includes our 1:1 mobile computing implementation as well as our Moodle initiatives for virtual sharing and learning. A 21st Century learner at BISS has the tools and the support to connect, communicate and collaborate across the school and, just as easily, across the world. In addition all learners at BISS are able to create products, that solve problems and make a difference to the world, as we know it. At BISS, we believe that technology skills and digital literacy should be fully integrated into all curriculum areas and teaching. During the elementary school years, students will develop appropriate tech skills that they can utilize in every subject. Technology will be used as a tool in all areas of learning and a BISS student will become fluent in the use of technology to further their learning and have the appropriate skills to do this.

All teachers and students at BISS are expected to use digital technology, including desktop computers, laptops and handheld devices, school network facilities and associated online tools in an ethical, culturally sensitive and appropriate manner for an educational community. At all times BISS community members are expected to conduct themselves in a manner which is cognizant of the

rights, feeling and freedoms of others as well as themselves. Due consideration must be given at all times to the effects one's actions have on other members of the BISS community, the host country and our global community. When using digital technologies at home or at school, digital citizenship in terms of responsible, reliable and respectful use is expected.

LOCATION & LONGEVITY

BISS is located in the heart of one of the most dynamic, historical and culturally rich cities in the world. This prime location is favorable to families who prefer to live and work in the city and it cuts down the long, traffic-delayed travel time of children in school buses.

BISS was the first international school to be established in Beijing for grades Pre-K through Grade 12, twenty years ago. It was founded by the Board of the ISS International School in Singapore, which itself has over 30 years of success educating students from numerous countries.

ACCREDITED BY CIS/IBO/WASC/NCCT

BISS was the first school in Beijing, and one of the first in China, to be authorized to offer the three IB programmes (PYP, MYP, DP) by the International Baccalaureate. BISS is also accredited by the Council of International Schools (CIS); Western Association of Schools and Colleges (WASC); National Centre for School Curriculum and Textbook Development (NCCT); and is licensed by the Beijing Education Commission.

SENSITIVITY & SERVICES

At BISS we are sensitive to the needs of all our constituents: students, parents and educators. We understand the challenges of relocating to a new city and new country, and then to integrate oneself into a new school and a new life.

We also understand that every family and every student is different and has different needs. As we are a small school, we are able to gauge these differences quickly in order to best serve each individual. For these reasons, we have appropriate services in transition education and orientation for Third Culture Kids and their parents, special learning needs, counseling, gifted & talented, medical, university searches, cafeteria, mother tongue, adult language education, and more.

STRONG ACADEMIC PROGRAMME OF STUDIES

BISS is the first school in Beijing and one of the first in China authorized to offer all three IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP) and IB Diploma Programme (DP). Part of the programme includes a comprehensive Field Education programme as well as numerous After School Activities.

BISS is a small school with a big spirit and excellent academic results, typically achieving a 100% success pass rate in the IB Exams, in comparison to the worldwide average of 78.54%. Our graduates are accepted at top universities around the world, including Harvard University, Columbia University, Stanford University, McGill University, and the National University of Singapore.

The BISS alumni network is comprised of students from universities all over the world. Alumni are invited to email alumni@biss.com.cn for details and stay up-to-date via our official Facebook page: www.facebook.com/BeijingBISSInternationalSchool)

MOTHER TONGUE PROGRAMMES

The language of instruction at BISS is English. As an international school who value language acquisition, we also offer additional languages according to the needs and levels of our students. Current offerings include Language and Literature classes (Mother Tongue) in Korean, Japanese and Chinese. We also offer Chinese as foreign language at the beginner and intermediate levels.

SMALL SCHOOL ADVANTAGE

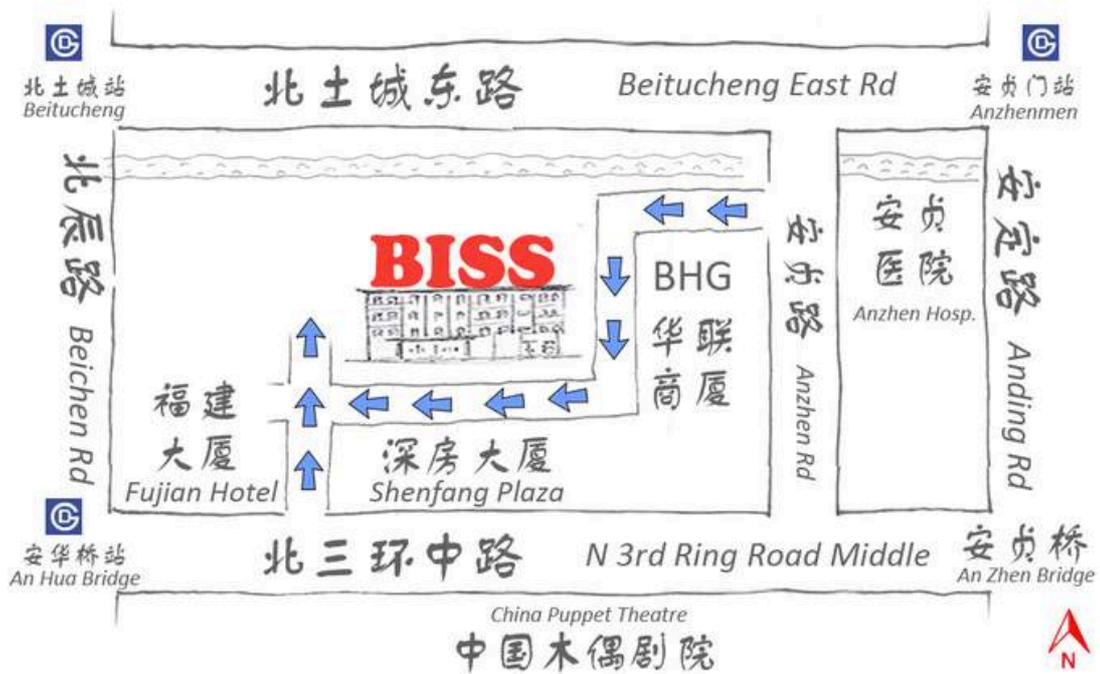
Current research indicates that small schools have many advantages for individual students, their parents and teachers. At BISS, we observe these added benefits daily, to each member of the community. Small schools are able to offer a much more caring environment than larger schools, with a true sense of community and personal accountability.

In small schools, students are known by their peers, as well as by their teachers and administrators. As one of our young students said, "I never get lost at school"! Because students feel at home, they gain a great sense of trust and know that they are receiving support from all sides. They know that even if they make a mistake, they will not be embarrassed. Even the most introverted of students can develop strong communication and leadership skills. Students also know that they can participate in any activity, regardless of their skill level. For example, even if they are very short or not so skilled, they are still welcome to join the sports teams... and play!

Teachers in small schools describe a close sense of community and commitment, and feel that they are able to contribute and make a real difference. They actually see each other on a daily basis, and can therefore support each other and have greater opportunities for collaboration and collegiality.

In addition to being small in size, we also typically have small class sizes. This allows teachers greater opportunity to give personal attention to each individuals, and provide tailored assistance to help their students reach their maximum potential and achievement.

How to find us



School address:

Beijing BISS International School No. 17, Area 4, An Zhen Xi Li, Chaoyang District, Beijing 100029,

People's Republic of China

Phone Number: +8610 64433151

Fax Number: +8610 64433156

Our website:

<http://www.biss.com.cn>

The IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB learner profile

The learner profile is the embodiment of the IB mission statement in 10 attributes. It aims to define the type of learner the IB aspires to develop in all three of its programmes. It is intended to provide a focus for reflection on what is most important in IB World Schools.

Inquirers

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.

Knowledgeable

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.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

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.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility

for our actions and their consequences.

Open-minded

We 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 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.

Risk-takers (Courageous)

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

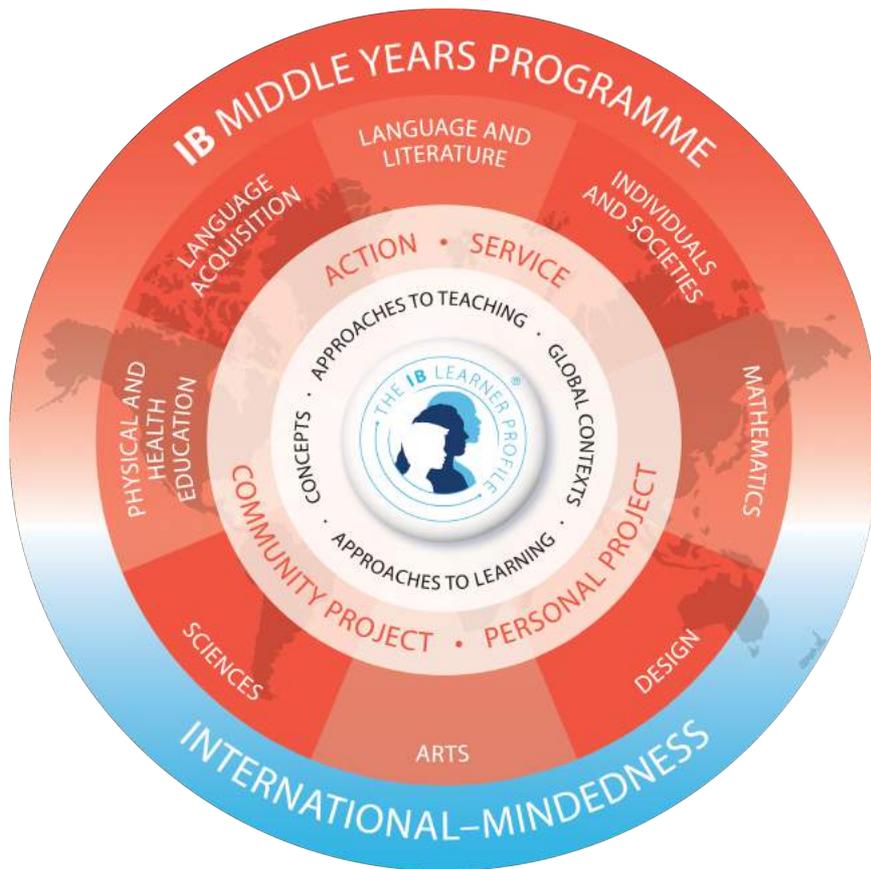
We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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.

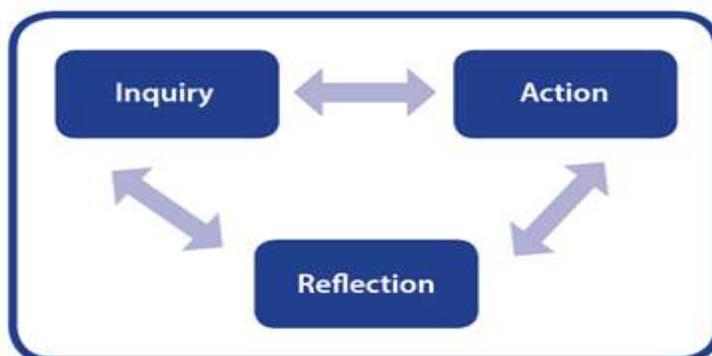
IB Middle Years Programme

The IB Middle Years Programme (MYP) is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is a five-year programme, which prepares students for future education in the IB Diploma Programme or any other high school program. Beijing BISS International School is authorized to deliver the MYP since June 2004.



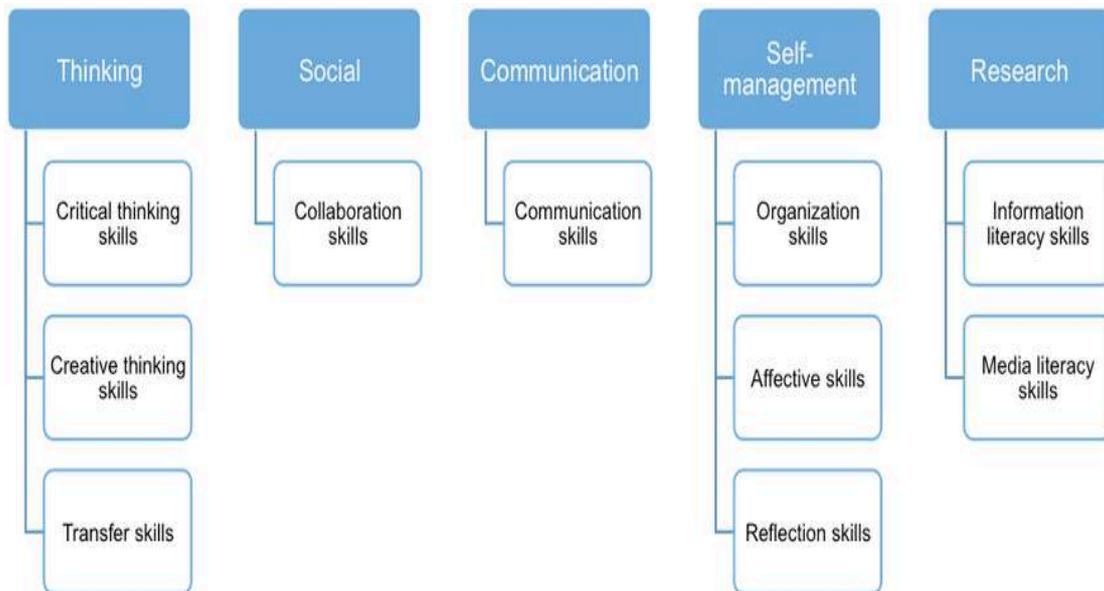
Approaches to Teaching and Learning

All students at BISS are encouraged and supported to develop responsibility for their own learning and to become life-long learners. The MYP pedagogy's main focus is on collaborative learning through inquiry, where students learn by doing and experimenting. Students learn for understanding and not just to memorize facts or topics.



The multiple and diverse teaching strategies implemented at BISS allow students to develop communication, research, self-management, collaboration and critical thinking skills. Through approaches to learning (ATL) in IB programmes,

students develop skills that have relevance across the curriculum that help them “learn how to learn”. IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters:



Conceptual understanding

Holistic learning is at the heart of the MYP, where students access knowledge and skills from eight different subject groups through the lens of concepts and real-life contexts. This allows students to make connections between subjects and to understand that what they learn is linked with the world around them.

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 sixteen prescribed **key concepts** which constitute the framework for content taught in all subject groups:

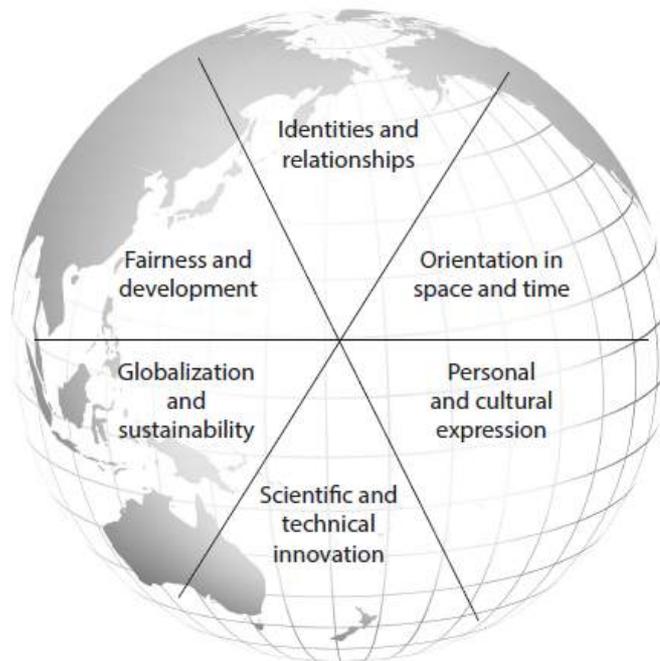
| | | | |
|-------------|---------------------|-----------------------|-------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global interactions | Identity | Logic |
| Perspective | Relationships | Time, place and space | Systems |

In addition to the key concepts, every subject has a set of **related concepts**

which promote deep learning within the discipline and are useful for exploring key concepts in greater detail.

Teaching & Learning in Context

Teaching and learning in the MYP involves understanding concepts in context. Context is a specific setting designed or chosen to stimulate learning which should have a relationship to the learner, the learner's interests and identity, or the learner's future. The MYP identifies six global contexts for teaching and learning:



Identities and Relationships (Who we are):

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Orientation in Space and Time (Where we are in place and time):

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

Personal and Cultural Expression (How we express ourselves):

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our

creativity; our appreciation of the aesthetic.

Scientific and Technical Innovation (How the world works):

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Globalization and Sustainability (How we organize ourselves):

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Fairness and Development (Sharing the planet):

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

International Mindedness

The IB MYP emphasizes international mindedness and intercultural awareness. Our curriculum at BISS reflects and is responsive to the different perspectives of all our students. We guide our students in forming their understanding of the world in which differences between people and diversity of opinions is considered as a great value.

Service as Action

We believe at BISS that service is one of the most significant forms of action. Through service, students develop and apply personal and social skills in real-life situations involving decision making, problem solving, initiative, responsibility, and accountability for their actions. Students in every MYP year level are required to complete and reflect on at least one long-term or several short-term *Service as action* projects per



year, which follow the five stages of service activity.

At BISS all teachers actively support and guide MYP students in order for them to achieve the following learning outcomes for service:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

More information on *Service as action* can be found in the BISS *Service as Action Handbook*.

MYP Courses at BISS

The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design. At BISS subjects from all eight subject groups are taught thorough the whole programme (from grade 6 to 10). The table below shows all MYP courses offered at our school. In addition to the eight subjects, students comple at least one interdisciplinary project per grade level.

| SUBJECT GROUP | SUBJECTS / COURSES |
|-------------------------------|---------------------------------------|
| Arts | Drama / Visual Arts |
| Design | Digital Design / Product Design |
| Individuals and Societies | Individuals and Societies |
| Language and Literature | English / Korean / Japanese / Chinese |
| Language Acquisition | English / Chinese |
| Mathematics | Mathematics |
| Physical and Health Education | Physical and Health Education |
| Sciences | Physics / Biology / Chemistry |

All MYP subject groups have their own set of four objectives which are elaborated by a number of strands (indicators of the learning expectation). They

define what the student will be able to accomplish as a result of studying the subject and relate directly to the assessment criteria.

ARTS (Drama, Music and Visual Arts)

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. At BISS students from grade 6 to 9 study both a performing arts subject and visual arts (one semester each). In grade 10 students choose one Arts in order to focus their study in preparation for the IB Diploma Programme. The Arts subject group objectives are listed below:

Objective 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

Objective 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

Objective 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

Objective 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

DESIGN (Digital design and Product design)

Design and the development of new technologies has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live. Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. Through the design course at BISS students have the opportunity to investigate, plan, develop and reflect on both digital and manual products and outcomes. The Design subject group objectives are listed below:

Objective 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

Objective 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

Objective 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

Objective 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

INDIVIDUALS & SOCIETIES

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners to consider local and global contexts. The course includes disciplines such as history, philosophy, economics, business management, geography, sociology and political science and has a strong focus on inquiry and investigation. Students collect, describe and analyse data, test hypotheses, and learn how to interpret increasingly complex information, including original source material. The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. The Individuals and societies subject group objectives are listed below:

Objective A: Knowing and understanding

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

Objective 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

Objective 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

Objective 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

LANGUAGE AND LITERATURE (Chinese, English, Japanese, Korean)

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Students are encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. The Language and literature subject group objectives are listed below:

Objective A: Analyzing

In order to reach the aims of 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 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 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 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.

LANGUAGE ACQUISITION (English, Chinese)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. The study of a second language in the MYP is organized in phases according to students' language proficiency level. Both Chinese Acquisition and English Acquisition classes at BISS are offered to students at *Beginner level* (phases 1-2) or *Intermediate-Advanced level* (phases 3-5). The Language acquisition subject group objectives are listed below:

Objective 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.

Objective 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.

Objective 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

Objective 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

MATHEMATICS

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. The Mathematics subject group objectives are listed below:

Objective 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

Objective 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

Objective 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

Objective 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

PHYSICAL & HEALTH EDUCATION

Physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices in order to achieve and maintain balanced and healthy lifestyle. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interactions. The physical and health education subject group objectives are listed below:

Objective 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

Objective 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

Objective 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

Objective 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

SCIENCES (Biology, Chemistry, Physics)

The sciences course allows students to independently and collaboratively investigate issues through research, observation and experimentation. Students explore connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. In grade 6-8 students learn an *integrated sciences* course. In grades 9 and 10 the course is split into *biology*, *chemistry* and *physics* in order to provide a deeper insight into specific science subjects in preparation for the IB Diploma Programme. The Sciences subject group objectives are listed below:

Objective 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

Objective 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

Objective 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

Objective 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

Interdisciplinary Projects

Interdisciplinary teaching emerges as a consequence of the challenges and opportunities of educating students in, and for, a complex and highly interconnected world. Students often make connections naturally between knowledge domains in order to understand the world around them. Even though in grades 6-12 at BISS we organize learning into disciplinary compartments, we understand the demands of an ever-changing world, which empowers people to integrate disciplines in many different ways. MYP students participate in at least one interdisciplinary project per year in which they integrate knowledge, skills and concepts from two or more subjects in order to create new, deeper understanding. The interdisciplinary teaching and learning objectives are listed below:

Objective A: Disciplinary grounding

In interdisciplinary units, disciplinary understanding is explicitly taught and assessed. Students must understand concepts and skills of the selected disciplines - as framed

in subject-group objectives. This disciplinary grounding provides the foundation for interdisciplinary understanding. In order to reach the aims of interdisciplinary teaching and learning students should be able to:

- demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

Objective B: Synthesizing

Through the development of holistic learning students will integrate knowledge from more than one discipline in ways that inform inquiry into relevant ideas, issues and challenges. Students demonstrate the integration of factual, conceptual and procedural knowledge from more than one discipline in order to explain phenomena or create products. In order to reach the aims of interdisciplinary teaching and learning students should be able to:

- synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

Objective C: Communicating

Interdisciplinary learning helps to prepare students for communicating understandings across areas of expertise. By selecting, integrating or innovating communication forms and strategies, students describe and explain the results of their inquiries. Students develop the capacity to communicate effectively and responsibly with a range of audiences. In order to reach the aims of interdisciplinary teaching and learning students should be able to:

- use appropriate strategies to communicate interdisciplinary understanding effectively
- document sources using recognized conventions.

Objective D: Reflecting

When undertaking units of interdisciplinary learning, students will engage in a process of ongoing reflection and evaluation of the role of disciplines, weighing their relative contributions and assessing their strengths and limitations in specific interdisciplinary applications. Students will also explore various areas of knowledge and ways of knowing, considering their own ability to construct understanding across disciplinary boundaries. In order to reach the aims of interdisciplinary teaching and learning students should be able to:

- reflect on the development of their own interdisciplinary understanding
- evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

The Personal Project

The Personal Project is a culminating experience of the IB Middle Years Programme and It consists of four main parts:

- the product (outcome) which students create,
- the process journal in which students document their work
- the formal report in which students summarise the project
- the presentation during which students share their project with the school community.

The personal project objectives are listed below:

Objective A: Investigating

In the personal project, students should:

- define a clear goal and global context for the project, based on personal interests,
- identify prior learning and subject-specific knowledge relevant to the project,
- demonstrate research skills.

Objective B: Planning

In the personal project, students should:

- develop criteria for the product/outcome,
- plan and record the development process of the project,
- demonstrate self-management skills.

Objective C: Taking action

In the personal project, students should:

- create a product/outcome in response to the goal, global context and criteria,
- demonstrate thinking skills,
- demonstrate communication and social skills.

Objective D: Reflecting

In the personal project, students should:

- evaluate the quality of the product/outcome against their criteria,
- reflect on how completing the project has extended their knowledge and understanding of the topic and the global context,
- reflect on their development as IB learners through the project.

More information on the *Personal project* can be found in the *BISS Personal project guide*.

Assessment

The single most important aim of MYP assessment is to support and encourage student learning. Assessment is integral to all teaching and learning and is aligned with subject-group objectives.

Through effective and ongoing **formative assessment**, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Formative assessment (assessment for learning) provides teachers and students with insights into the ongoing development of knowledge, understanding, skills and attitudes. Student peer and self-assessment is an integral part of the formative assessment processes during which students learn how to give and use constructive feedback.

At least twice in each year of the MYP, teachers apply **summative assessment** and assess the prescribed subject-group objectives using assessment criteria. All subjects (including interdisciplinary and personal project) have four criteria. Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. MYP criteria are equally weighted. The descriptors for all subject criteria for each year of MYP are available on the school website: www.biss.com.cn

| CRITERIA → SUBJECT ↓ | A | B | C | D |
|--|--------------------------------------|---------------------------------------|--|---|
| ARTS Drama, Visual arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| DESIGN Digital, Product | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| INDIVIDUALS AND SOCIETIES | Knowing and understanding | Investigating | Communicating | Thinking critically |
| LANGUAGE ACQUISITION English, Chinese | Comprehending spoken and visual text | Comprehending written and visual text | Communicating in response to spoken, written and visual text | Using language in spoken and written form |

| | | | | |
|--|---------------------------|--------------------------|---------------------------|--|
| LANGUAGE AND LITERATURE English, Chinese, Korean, Japanese | Analysing | Organizing | Producing text | Using language |
| MATHEMATICS | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-life contexts |
| PHYSICAL AND HEALTH EDUCATION | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| SCIENCES | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| PERSONAL PROJECT | Investigating | Planning | Taking action | Reflecting |
| INTERDISCIPLINARY | Disciplinary grounding | Synthesizing | Communicating | Reflecting |

In order to provide students with opportunities to achieve the highest level, teachers develop rigorous tasks that embrace a variety of assessment strategies including (but not limited to): observation, open-ended tasks, portfolio assessment, process journals, performance, selected response. Teachers make decisions about student achievement using their professional judgment, guided by the mandated criteria.

Determining Achievement Levels

At the end of each semester, teachers make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather evidence of achievement from a range of learning experiences and assessments. Teachers ensure that this evidence comes from the performance of the student over the duration of the units taught. When applying the assessment criteria to student performance, teachers determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher determines whether it is described by the second descriptor. This continues until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers use their professional judgment in determining the descriptor that best fits the student's performance.

Reporting

There are several types of formal reporting of students progress at BISS, including semester one and two written reports, Parent - Teacher - Student Conferences and Student led conferences. In addition, parents can arrange individual meetings with homeroom and/ or subject teachers at any time during the school year.

Semester Reports

Individual MYP semester reports contain information on students' academic progress from all eight subjects in the form of summative achievement levels with corresponding level descriptor for all subject criteria. In addition to communicating achievement levels in each of the criteria, students are awarded grades by applying the IB general grade boundaries (achievement levels from all four criteria are added):

| Boundary guidelines | | Grade |
|---------------------|---|-------|
| 1 - 5 | → | 1 |
| 6 - 9 | → | 2 |
| 10 - 14 | → | 3 |
| 15 - 18 | → | 4 |
| 19 - 23 | → | 5 |
| 24 - 27 | → | 6 |
| 28 - 32 | → | 7 |

The MYP semester report communicates also the taught and assessed curriculum for the reporting period, progress in Service as Action and students' level of organizational skills and attitude.

Parent - Teacher - Student Conferences

The conferences are an opportunity to meet with all subject teachers in one day and at the same venue to discuss individual student's progress. The conferences take place twice a year, usually in the middle of semester one and at the beginning of semester two. Between the conferences parents can attend workshops led by the MYP coordinator, school counselor, ESOL department or other specialists.

Student-led conferences

Students led conferences are organised every year in April and provide an

opportunity for students to take greater responsibility for their learning. During the weeks prior to the conferences, students reflect and select samples from all subjects, service as action, after school activities, the Personal project (grade 10), and prepare a portfolio which is shared with parents during the conferences.

Academic Honesty

BISS definitions:

Malpractice as the attempt by a candidate to gain an unfair advantage in any assessment component.

Collusion as a candidate knowingly allowing his or her work to be submitted for assessment by another candidate.

Plagiarism as the submission for assessment of unacknowledged work (words, thoughts or ideas) of another person as the candidate's own work.

It is the responsibility of the teachers to ensure, to the best of their knowledge, that students' materials for assessment is their own. Suspected cases of malpractice, collusion and plagiarism must be dealt with by the school. All work submitted to the IB for external moderation or assessment must be authenticated by a teacher and must not include any instances of suspected malpractice.

A student found guilty of the above by the IB may not be awarded a diploma/certificate and will not be allowed to take the IB examinations in the future. BISS addresses issues of academic dishonesty seriously. Possible consequences are listed as follows: detention, academic probation, a potential impact on the grade, suspension and expulsion.

Support Services

Secondary School Homeroom Programme

The Homeroom programme provides students with opportunities for positive interaction and teamwork in a non-academic setting. Homeroom time is an opportunity for them to get to know their peers, their teachers, and perhaps even themselves. In a partnership, the students and the homeroom teachers will be asked to concentrate on developing activities that will enrich social awareness, personal development, and academic growth. The groups meet daily for ten minutes during which attendance is taken, the daily bulletin is read and discussed, sports activities are planned and the homeroom programme is implemented. In addition to the ten minute homeroom periods daily, students will also participate in advisory lessons with their homeroom teacher that are designed to meet their social/ emotional

needs and reinforce approaches to learning. The goal of advisory is to support each student in order for them to achieve their personal best.

Individual Counselling

The Counsellor is trained to help students with problems arising from academic, personal, social or family conflicts. Some common problems include adjustments to school, changing peer relationships, parent expectations and study habits. Confidentiality is always observed. Students should feel free to make an appointment with the Counsellor whenever they need to do so.

Group Guidance

At different times throughout the year, the Counsellor will conduct group guidance sessions. These sessions are designed to help students gain insight into their behaviour, understand their attitudes, interests and capabilities, and learn how to make intelligent decisions.

Academic Follow-up

The academic follow-up service is a series of systematic checks co-ordinated through the Counselling Office and the Optimal Learning Centre (OLC) to determine whether the educational programme is meeting the needs of the individual student. It may include regular progress reports, individual testing, individual counselling or consultation between student, parents, teachers and counsellor.

Career Guidance & College/ University Placement

Counselling and guidance on further education issues are of utmost importance to students in Grades 9 to 12. At Beijing BISS International School we have a full time counsellor, whose role is to assist students with the following tasks:

- Researching career options through discussions with teachers, use of the school library's career resources and other materials on the Internet.
- Contacting specific institutions, obtaining prospectuses and critically assessing the literature and the courses offered.
- Investigating specific entry requirements for specific institutions and assisting students to prepare applications accordingly.
- While the Counsellor will help the students make the step from school to college or university, emphasis is placed on the student to make the transition happen.

Optimal Learning Centre (OLC)

At BISS, we view each student's needs in a holistic manner, and are committed to empowering our students to fulfill their individual potential.

The OLC programme is provided to assist students with mild learning disabilities through a wide variety of services, including educational evaluation, that

will support students and teachers from Grades K-12. These services will be utilized by qualified students and will accommodate a variety of student learning needs. Each student will receive individualized attention that will encompass assessment, learning strategies, individual programmes and reports. OLC staff will work to support areas of weakness to promote remediation, as well as to reinforce student performances.

The OLC programme also provides an enriched programme for students with unique learning abilities. The Enrichment Programme offers individualized programming as determined by student interest and motivation.

ESOL (English for Speakers of Other Languages)

English is not the first language of many of our students. It may well be their second, third or even fourth spoken language. Therefore, the ESOL programme is essential to help students who need to improve their English skills quickly and so integrate fully in all aspects of their life here at BISS.

The purposes of the ESOL programme are:

- to assess the students' English proficiency, assign a level of support and monitor their progress.
- to develop the student's ability to communicate effectively in English in both academic and social situations.
- to develop a student's all around abilities in speaking, reading, listening and writing as well general study skills in all areas of the curriculum.
- to develop a student's cognitive and conceptual learning whilst they are learning English.
- to value linguistic and cultural identities each student brings into the life at school.

Most of the learning in Secondary School takes place within the mainstream classroom. In this way students continually use the skills and language they acquire directly in their learning, whilst also helping them with their everyday communication with friends and teachers.

In delivering the best programme possible, we use a wide variety of teaching materials and resources including professionally designed videos, recordings, computer based materials, and the very best commercially produced texts alongside our own materials which have been custom designed to meet the curriculum needs of students at BISS.

Placement of Students & Entrance Testing

All students in Grades 6-10 will take an English standardised entry/placement test and a school based curriculum test before their formal enrolment into BISS. Subject to the scores achieved in these initial tests students

are provided with a level of support that is considered appropriate to their abilities. Such support is offered through the ESOL or OLC programmes.

Graduation Requirements

The BISS Middle Years Programme Certificate will be awarded to a Grade 10 student provided all the following requirements have been met:

- a. BISS learning expectations for service have been met
- b. There is no “N” awarded for any of the contributing subjects
- c. The Personal project has been successfully completed and submitted
- d. There is no grade 1 awarded in a subject, including the Personal project
- e. There are no more than two grade 2s awarded, including the Personal project
- f. The student has successfully attended 90% of the programme. In “adverse circumstances” the Head of School, Secondary School Principal and the Middle Years Programme Coordinator will consider cases on an individual basis.

BISS will recognize the credentials of any student transferring into the school from other accredited educational systems/ institutions.

Students who are unable to meet the aforementioned requirements will be eligible to receive the BISS Middle Years Programme Certificate of Attendance provided they are not absent for more than 10% of class times.

Any expectations due to extenuating circumstances to the above graduation requirements must be approved by the Head of School, adhere to accreditation standards and based on authenticated educational merit.

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Online Resources

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Graphics

- Graph representing the stages of service activities, Design by: Ju Ho Jeon, BISS graduate