

Curriculum Overview 2022-2023

Taipei European School
British Secondary & High School Section







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Welcome to the International Baccalaureate Middle Years Programme at TES British Secondary Section

We are delighted to welcome you to the IB Middle Years Programme in the TES British Secondary Section. This first year of the programme is crucial to the students' academic and personal development and the curriculum is designed to provide a strong foundation for studying subjects throughout the five years of the programme and then at a more advanced level in the IB Diploma Programme. The Middle Years Programme is an exciting and dynamic international curriculum framework which ensures students have a strong academic foundation alongside the personal skills central to success as learners.

The IB programmes of study have been chosen because of their close alignment to the TES vision and mission which permeate throughout life at the school. We take pride in the way we create the environment in which internationally minded, curious young people who are socially able and academically driven can flourish.

We encourage each other to live out our school values – to strive for the highest possible academic standards and to be active participants in our school community. On a day-to-day basis, this will be most obvious in the classroom:

Respect – we are honest, considerate, and tolerant global citizens

Participation – we take an active role in our learning and encourage others to do the same

Responsibility – we are trustworthy, independent, and act as positive role models

Creativity – we use our imagination, explore ideas, and express ourselves freely

Perseverance – we show persistence and strive to do our best

The IB goal is to provide students with the values and opportunities that will allow them to think critically, reflect upon their choices and respect others in the global and local community. The programme provides opportunities to connect classroom practices and

content to broader issues and the world outside through the Concepts and Global Contexts. In essence, they support the questions: 'why are we learning this?' and 'why is this learning important?'

CONCEPTS

A concept is a 'big idea' or principle which allows students to learn beyond the subject matter or context of any particular topic. Concept-based learning is at the heart of the MYP Programme and research-based contemporary education more broadly. By ensuring conceptual understanding is in each unit of work, learners go further than memorising facts to develop an application of their learning that allows them to make connections between topics and subjects to further their understanding. Each unit of work will explore one overarching Key Concept which frames the inquiry, in addition to two or more Related Concepts rooted in the subject discipline.

GLOBAL CONTEXTS

The six Global Contexts form a framework which ensures that learning is always set in a context which is relevant to the students. They form a common language between all of the subject areas and aim to ensure that student learning is connected to what is happening in the real world. Each unit of work that the students engage with will be rooted in one of the Global Contexts:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development



THE INTERNATIONAL BACCALAUREATE 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 organisation works with schools, governments and international organisations 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.

APPROACHES TO LEARNING

The ATLs are integral to the IB Middle Years Programme; they are embedded into all aspects of the curriculum to ensure that students acquire the skills needed to be effective learners. The ATLs are composed of the following skills areas which students develop across each subject group and in each unit of work:

- Thinking Skills
 - Critical thinking
 - Creative thinking
 - Transferring understanding and skills
- Communication Skills
 - Working with people
 - Working with information
- Social Skills
 - Collaboration
- Self-Management Skills
 - Organisation
 - Emotions and feelings
 - Reflection
- Research Skills
 - Information literacy
 - Media literacy

THE IB LEARNER PROFILE



The aim of all IB programmes is to develop internationally minded young people who help to create a better and more peaceful world. Within the IB Middle Years and Diploma Programmes, this is considered through the IB Learner Profile. At TES we ensure that students are supported and challenged both within and beyond the curriculum to develop the attributes of the IB Learner Profile:

Inquirers

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.





Knowledgeable

Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

Students exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



Principled

Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-Minded

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



Risk-takers

Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



ASSESSMENT IN THE IB MYP

As students learn in different ways, it is crucial to provide a variety of different ways for students to demonstrate what they have learned; this is the guiding principle of MYP assessment.

Assessment in the IB Middle Years Programme is:

- **Varied in approach**

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

- **Formative and summative**

Formative assessment means that students will be given assessed feedback on their work to help reflect upon and improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves. Summative assessment is a terminal activity usually assessed by the teacher, and often graded.

- **Criterion-related**

Assessment is criterion-related, so that students are assessed against published, agreed learning objectives. These learning objectives are published by the IB for each subject and each year level, and are shared with students.

Each subject has a precise scale suited to its particular objectives and requirements. All criteria in all subjects are assessed against eight levels of criterion descriptors. The individual subject sections of this booklet outline the different criteria for each subject.

REPORTING

Feedback on progress to both students and parents is achieved in a range of ways. At the start of the academic year, parents will receive a Settling-in Report which allows teachers to indicate how well a student is progressing at the early stages of their time in Year 7 across the 5 Approaches to Learning. Parents also receive written, summative reports on their child's academic and personal progress three times throughout the year. The Term 1 and Mid-Year Reports will indicate the current subject grade (1-8) and Approaches To Learning (ATL) indicators for each student across each of their subjects as well as a written subject overview of the

work that has taken place leading up to the report. Each of the ATL indicators are graded as either 'Excellent', 'Good', 'Fair' or 'Needs Improvement'. At the end of the academic year, students receive a Full Report which includes a current grade (1-8) for each subject criteria, ATL indicators, and teacher comments personalised for each student. In addition to reports, parents and students are also invited to attend two Parent Teacher Meetings in December and March.

THE IMPORTANCE OF READING

In the British Secondary Section, we are committed to developing a consistent approach to reading and developing reading skills. Reading often and widely in English is essential for students to develop the high levels of academic proficiency that are required to achieve success in all areas of their study. It is the best way to develop language knowledge and vocabulary.

For four days in each week, there is fifteen minutes of dedicated reading time built into the timetable as Drop Everything And Read (DEAR) time. Students are allowed to choose literature to read. They are encouraged to make use of the school library services to ensure that their choice of reading is at the right level and suitably challenging.

There are many benefits of free, voluntary reading. Research shows that there is a positive relationship between reading frequency, reading enjoyment and academic achievement. Teachers will also provide students with regular opportunities to read a variety of different text-types relating to the subjects they are studying. Our aim is to provide wide-spectrum exposure to academic English.

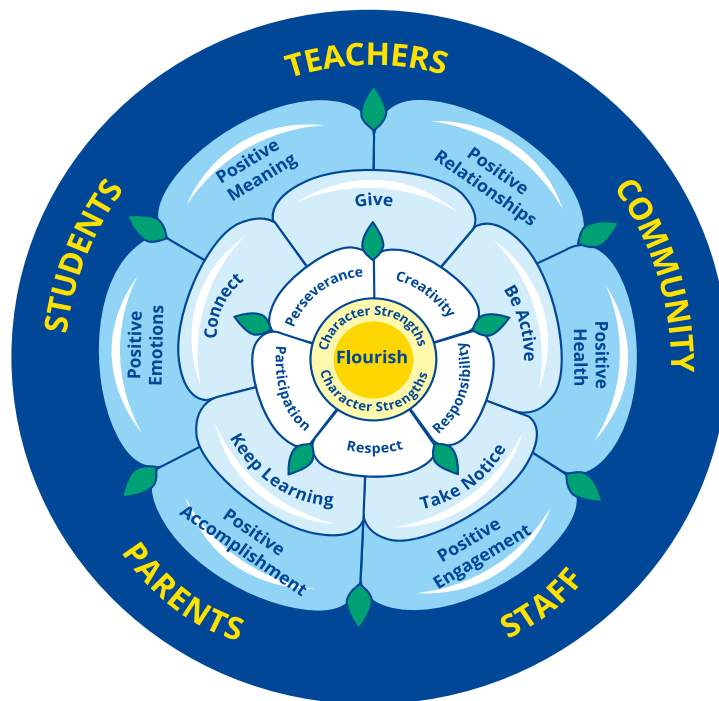


WELLBEING

The wellbeing of our students is something that the British Secondary Section takes very seriously. IB MYP subject areas, the Core curriculum, as well as many special events throughout the school year, often have a wellbeing focus. Students are taught the 'Five Ways to Wellbeing' (Connect, Be Active, Take Notice, Keep Learning, and Give) alongside the School Values of Respect, Perseverance, Creativity, Responsibility, and Participation. Students also spend time exploring their character strengths, as well as their mental toughness, as they learn more about themselves as individuals. Strategies are put in place to further develop their strengths as well as to develop their confidence and, in turn, their mental toughness. The aim is to allow all students in the school to flourish and be the best they can be. Core teachers and Year Deans actively monitor the wellbeing of each student in the IB MYP.

The Positive Education movement which underpins the school's wellbeing strategy has shown that by adopting the five-step PERMAH model (Positive Emotions, Engagement, Relationships, Meaning & Purpose, Accomplishment), students will achieve improved wellbeing, as well as improved academic results. TES has adapted the PERMAH model to add a sixth step (Health), recognising that physical and mental health are also essential to student wellbeing.

BSHS 'Grow' Model



The PERMAH model of Wellbeing

Flourishing at TES

POSITIVE EMOTION

Positive emotions are an essential part of our wellbeing. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

MEANING

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.

ENGAGEMENT

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.

ACCOMPLISHMENT

Everyone needs to win sometimes. To achieve wellbeing and happiness, we must be able to look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.

RELATIONSHIPS

Everyone needs someone. We enhance our wellbeing and share it with others by building strong relationships with the people around us – family, friends, coworkers, neighbours.

HEALTH

Physical and mental health are essential to our wellbeing. The mind and the body are linked. When we take care of our bodies we also strengthen our minds. Healthy people care for themselves by eating a nutritious diet, getting enough sleep, exercising daily and spending time outdoors.

Adapted from [Martin Seligman's Flourish](#), 2011



SUBJECT GROUPS

The IB Middle Years Programme is comprised of eight individual subject groups and is designed to ensure breadth and balance. In addition, the Chinese Language and Culture (CLC) programme has been designed to cater for the vastly different learning needs of TES students. The ultimate goal of the CLC programme is to enable every student to reach their potential in learning the Chinese language as well as the cultural heritage it carries. Communicative skills in Chinese, which may vary in scope and depth, open a window into our host culture and society. They also create a sense of inclusion

for Chinese heritage students and staff. Each year of the programme, students will engage in at least one interdisciplinary unit. The following diagram helps understand the different elements of the programme and more detail on the way The TES British Secondary Section approaches each subject area can be found below.





English Language and Literature

AIMS

The English Language and Literature course is designed to enable students to:

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

MAIN OBJECTIVES

(A) Analyse

- analyse the content, context, language, structure, technique and style of text(s) and the relationships between texts;
- analyse 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.

(B) Organise

- employ organisational structures that serve the context and intention;
- organise 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.

(C) Produce text

- 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.

(D) Use language

- 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, write, and pronounce with accuracy;
- use appropriate non-verbal communication techniques.

UNIT TOPICS

- What is my passion: Communication
- Noughts and Crosses: Connections
- Poetry: Creativity
- Trash: Fairness

ASSESSMENT

- Opinion writing
- Analysis of written and visual text
- Advertising presentation
- Literary essay
- Poetry writing
- Writing to reflect

SETTING / GROUPING

Students are taught in mixed ability groups.



Language Acquisition (French, Spanish and German)

AIMS

The Language Acquisition course is designed to enable students to:

- discover European languages;
- promotes intercultural understanding;
- have the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world;
- explore and reflect on the cultural perspectives of our own and other communities;
- develop critical thinking and international-mindedness;
- equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

MAIN OBJECTIVES

(A) Listen to spoken texts and demonstrate understanding of

- explicit and implicit spoken information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(B) Read written texts and demonstrate understanding of

- explicit and implicit written information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(C) Use spoken language to

- communicate orally and interact with others;
- communicate clearly and effectively;
- demonstrate accuracy and fluency in speaking.

(D) Use written language to

- communicate in written form with others;
- demonstrate accurate use of language conventions;
- organise information in writing;
- communicate information with a sense of audience and purpose;
- demonstrate understanding of explicit and implicit written information in multimodal texts;
- use spoken language to communicate and interact with others;
- use written language to communicate with others.

UNIT TOPICS

- How we learn a language
- Who I am, my family and my friends are
- Where I live
- My daily routine

ASSESSMENT

- Understanding spoken and written texts
- Blog entry writing
- Video/Vlog making
- Articles writing
- Presentations
- Posters

SETTING / GROUPING

Students are taught at beginner level in mixed ability groups.



Individuals and Societies

AIMS

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity;
- understand the interactions and interdependence of individuals, societies and the environment;
- understand how both environmental and human systems operate and evolve;
- identify and develop concern for the well-being of human communities and the natural environment;
- act as responsible citizens of local and global communities;
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

MAIN OBJECTIVES

(A) Knowledge and understanding

Students develop factual and conceptual knowledge about individuals and societies.

- use terminology in context;
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

(B) Investigate

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

- formulate research questions and justify its relevance;
- formulate action plans to investigate a research question;
- use research methods to collect and record relevant information;
- evaluate the process and results of the investigation.

(C) Communicate

Students develop skills to organise, document and communicate their learning using a variety of media and presentation formats.

- 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 recognised convention.

(D) Think critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

- discuss concepts, issues, models, visual representation and theories;
- synthesise information to make valid arguments;
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations;
- interpret different perspectives and their implications.

UNIT TOPICS

- Global Citizenship and Environmental Stewardship
- Local Investigation
- Sharkwater
- Romans and Volcanoes
- Evolution of Cities

ASSESSMENT

Assessment in Individuals and Societies enables students to demonstrate a range of skills through:

- Analysing sources
- Opinion writing
- Debating
- Presentations
- Historical essays
- Group projects

SETTING / GROUPING

Students are taught in mixed ability groups.



Mathematics

AIMS

The aims of the mathematics course are to encourage and enable students to:

- enjoy mathematics, develop curiosity, and begin to appreciate its elegance and power;
- communicate clearly and confidently in a variety of contexts;
- develop logical, critical, and creative thinking;
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments;
- develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics;
- develop the ability to reflect critically upon their own work and the work of others.

MAIN OBJECTIVES

(A) Knowing and understanding

- select appropriate mathematics when solving; problems in both familiar and unfamiliar situations;
- apply the selected mathematics successfully when solving problems;
- solve problems correctly in a variety of contexts.

(B) Investigating patterns

- select and apply mathematical problem-solving techniques to discover complex patterns;
- describe patterns as general rules consistent with findings;
- prove, or verify and justify, general rules.

(C) Communicating

- 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;
- organise information using a logical structure.

(D) Applying mathematics in real-life contexts

- 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.

UNIT TOPICS

- Numbers and number systems: civilisations and human interactions
- Percentages: inequality and difference
- Algebraic expressions and equations: patterns in nature
- Geometric constructions: artistry and creativity
- Fractions: human connection
- Data management: trends in communicates
- Perimeter, area, and volume: environmental impacts

ASSESSMENT

- Investigational tasks
- Quizzes
- Presentations
- Using technology
- Paired and group tasks
- Consolidation tasks

SETTING / GROUPING

In Year 7, students will initially be taught as mixed classes in five different groups. After the October half term holiday, students will be grouped according to these classes:

- Two parallel “enrichment” groups for those students who respond well to the highest levels of challenge;
- Two parallel “regular” groups;
- A smaller “core” support class where students cover the same units as the regular classes at a reduced pace.

The groups will be decided from a range of information including primary school data, performance in lessons and teacher recommendations. Whilst students will be allocated a mathematics group for the coming academic year, there will be regular opportunities throughout the coming years for moves between the groups as necessary.



Design

AIMS

The Design course is designed to enable students to:

- enjoy the design process while developing a design thinking mindset;
- develop knowledge, understanding and skills from different disciplines to design and create solutions;
- use and apply technology effectively as a means to access, process and communicate information;
- model and create solutions, and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments;
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts.

MAIN OBJECTIVES

(A) Inquire and analyse

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

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 prioritise the primary and secondary research needed to develop a solution to the problem;
- analyse a range of existing products that inspire a solution to the problem;
- develop a detailed design brief which summarises the analysis of relevant research.

(B) Develop ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution;
- develop a range of feasible design ideas which can be correctly interpreted by others;

- present the final chosen design and justify its selection;
- develop accurate and detailed planning drawings/ diagrams and outline the requirements for the creation of the chosen solution.

(C) Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

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.

(D) Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

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.



UNIT TOPICS

- Event promotion: Graphic design
- Sustainable design: Building a model greenhouse
- Algorithmic art: Creating art with code
- Board games: Research, plan and develop a board game

ASSESSMENT

The class is project based, and each of the unit topics above will comprise four criteria which will be assessed. These criteria assess the ability of the student to do primary and secondary research, then design, construct and evaluate a product. Within these the students will develop research reports, requirements, prototypes, design sketches, and reflection pieces.

SETTING / GROUPING

Students are taught in mixed ability groups.





Visual Arts

AIMS

The Visual Arts course is designed to enable students to:

- enjoy lifelong engagement with the arts;
- explore the arts across time, cultures and contexts;
- understand the relationship between art and its contexts;
- develop the skills necessary to create and to perform art;
- express ideas creatively;
- reflect on their own development as young artists.

MAIN OBJECTIVES

(A) Investigating

- styles, traditions, movements, artists' practices and specific artworks in their contexts;
- methods of recording and communicating ideas about art in the arts process journal;
- how subject-specific terminology aids communication in, and of, investigations, processes and ideas;
- the processes, techniques and forms of art-making; the language of visual communication.

(B) Developing

- experiment with a variety of art-making forms, strategies and practices to explore ideas;
- practically explore ideas, for example, by experimenting with a range of materials, techniques, styles and visual arts elements to develop their ideas.

(C) Creating/Performing

- apply specific skills to the creation of artwork(s);
- use a variety of methods, techniques and practices to create art.

(D) Evaluating

- consider the impact of the creation on the audience;
- reflect on their acquisition and development of visual arts techniques.

UNIT TOPICS

- Drawing
- Painting
- Ceramics

ASSESSMENT

- Artist research or Artistic movement research
- Experimentation with materials and ideas
- Creating a final outcome
- Evaluating work and the acquisition of skills and knowledge

SETTING / GROUPING

Students are taught in mixed ability groups.



Drama

AIMS

The Drama course is designed to enable students to:

- develops their understanding of theatre as an art form;
- encourages the exploration of theatre and theatre practices from different times and cultures;
- understand the relationship between theatre and its contexts;
- develop the skills necessary to create, rehearse and perform pieces of theatre;
- express ideas creatively;
- reflect on and critique their own work and development as young artists.

MAIN OBJECTIVES

(A) Investigating

- investigate a theatre company or practitioner;
- describe using subject-specific terminology to communicate theatrical choices, and how they work together to impact an audience.

(B) Developing

- experiment with different theatre processes, styles and methods as well as design and production skills (e.g. use of space, costume, lighting, set, and sound) to practically explore ideas such as movement, gesture, voice, expression, vocal delivery;
- present a clear artistic intention for the final performance.

(C) Creating/Performing

- rehearse and perform their own or an existing piece of theatre, to apply their theatre skills as creators, directors, designers, performers using the production elements of costume, light, set, sound, use of space.

(D) Evaluating

- appraise their own artwork or performance;
- reflect on their development as an artist.

UNIT TOPICS

- Skills and Orientation/Forest Child: Exploring moral and ethical judgment through a case study
- Theatre Craft: A dive into the dramatic potential of *The Witches*, a play adapted from the novel by Roald Dahl
- Power Privilege and Politics: Themes and Brechtian Interpretation of Sophocles' *Antigone*
- Cirque Du Soleil: Explore how movement and physicality can link to costume, set & makeup design

ASSESSMENT

Throughout the year, a range of assessments will be conducted to develop the students' skills and knowledge in creating, performing, designing, and directing. These will take the form of projects in groups of 2-6 students depending on the task. Each student will take on various creative roles and will get the chance to learn each specialism; however, each assessment will have its own specific assessment focus of either, creating or performing, or evaluating.

SETTING / GROUPING

Students are taught in mixed ability groups.



Music

AIMS

The Music course is designed to enable students to:

- develop students' understanding of music as an art form;
- give students an opportunity to develop as artists;
- encourage the exploration of music and music practices from different times and cultures;
- develop students' creative and musical skills, enabling them to create, rehearse and perform music;
- develop students' ability to reflect on, evaluate and critique music and their development as young artists.

MAIN OBJECTIVES

(A) Investigating

- investigate a music genre related to the statement of inquiry;
- critique music from a chosen genre.

(B) Developing

- practically explore ideas to inform development of a final composition or performance;
- present a clear artistic intention for the final composition or performance in line with the statement of inquiry.

(C) Creating/Performing

- compose or perform a piece of music.

(D) Evaluating

- appraise their own composition or performance;
- reflect on their development as a musician.

UNIT TOPICS

- Gamelan: Indonesian music with a focus on rhythm, pentatonic scales, and layering textures
- Keyboard: Exploring keyboard functions and features to compose and perform a variety of music
- Dance Moods and Modes: Dance music from around the world in major and minor keys
- Musical Theatre: An exploration of the context and techniques of musicals

ASSESSMENT

Throughout the course Music students will keep a process journal which will help to guide their work for assessment. Assessments will take the form of research and project work, performances, compositions and reflections which will be completed at the end of each unit. Objective A and B will be focused on the first unit, the C and B of the second unit. The third and fourth unit will follow the same pattern.

SETTING / GROUPING

Students are taught in broadly set classes according to musical ability and experience.



Sciences

AIMS

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications;
- consider science as a human endeavour with benefits and limitations;
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments;
- develop skills to design and perform investigations, evaluate evidence and reach conclusions;
- develop sensitivity towards the living and non-living environments.

MAIN OBJECTIVES

In order to reach the aims of sciences, students will work towards our criteria:

(A) Knowledge and understanding

- explain scientific knowledge;
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- analyse and evaluate information to make scientifically supported judgments.

(B) Inquiring and designing

- explain a problem or question to be tested by a scientific investigation;
- formulate a testable hypothesis and explain it using scientific reasoning;
- explain how to manipulate the variables, and explain how data will be collected;
- design scientific investigations.

(C) Processing and evaluating

- present collected and transformed data;
- interpret data and explain results using scientific reasoning;

- evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- evaluate the validity of the method;
- explain improvements or extensions to the method.

(D) Reflecting on the impacts of science

- 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 scientific language effectively;
- document the work of others and sources of information used.

UNIT TOPICS

- Becoming a Scientist
- Forces
- Energy
- Atoms and Matter
- Chemical Reactions
- Cells
- Plants

ASSESSMENT

- Laboratory reports
- Topic tests
- Producing a scientific documentary film
- Scientific writing tasks

SETTING / GROUPING

In Year 7 Sciences, all students are taught in mixed ability groups.



Physical and Health Education

AIMS

Our Physical and Health Education programme aims to empower students to understand and appreciate the value of being physically active and develop motivation for making healthy life choices. The course fosters the development of knowledge, skills and attitudes that will contribute to balanced and healthy lifestyles.

MAIN OBJECTIVES

The main objectives are:

(A) Knowing and understanding

- explain physical and health education factual, procedural and conceptual knowledge;
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations;
- apply physical and health terminology effectively to communicate understanding.

(B) Planning for performance

- develop goals to enhance performance;
- design, explain and justify a plan to improve physical performance and health.

(C) Applying and performing

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts effectively;
- analyse and apply information to perform effectively.

(D) Reflecting and improving performance

- explain and demonstrate strategies to enhance interpersonal skills;
- analyse and evaluate the effectiveness of a plan based on the outcome;
- analyse and evaluate performance.

UNIT TOPICS

- **Creative Movement:** Discovering, planning and group work in the context of Dance
- **Smash It:** Goal Setting in the context of Volleyball and Badminton
- **Sports Team:** Analysis and planning in the context of Basketball
- **Superfit:** Learning about physical health and the body in the context of fitness and Athletics
- **Invasion Games:** Reflecting, and enhancing interpersonal skills in the context of Touch Rugby and Football
- **Games around the Globe:** Exploring choices and developing knowledge and understanding in the context of games from around the globe, including Cricket, Netball, Softball, and Gaelic Football
- **Water-Wise:** Developing Swimming stroke techniques, water safety knowledge and physical skill and fitness

ASSESSMENT

- Demonstration of physical skills
- Demonstration of social skills
- Written and verbal analysis assignments
- Planning and reflection documents
- Goal Setting
- Knowledge and Understanding tests

SETTING / GROUPING

Classes are mixed gender, and leveled by physical ability, allowing students to compete with those in a similar ability level and be challenged appropriately.



Chinese Language and Culture

1. Chinese Language and Literature

AIMS

The Chinese Language and Literature course is designed to enable students to:

- develop a lifelong interest in and enjoyment of language and literature;
- develop skills in interpretation analysis, evaluation and interpretation;
- develop an understanding of the relationships between studies in language and literature and other disciplines.

MAIN OBJECTIVES

In order to achieve the aims of studying Language and Literature, students should be able to:

(A) Know, understand and interpret

- a range of texts and works and their meanings;
- features of particular text types and literary forms;
- contexts in which texts are written and/or received.

(B) Analyse and evaluate

- ways in which the use of language creates meaning;
- relationships among different texts;
- uses and effects of literary, stylistic and rhetorical features.

(C) Communicate

- ideas appropriately and logically;
- in a range of styles, registers and for various purposes and audiences;
- fluently and accurately in speech and in writing.

UNIT TOPICS

- Initiations: Growth and Beliefs
- Legends: Culture and Legacy
- Media: Communication and Perspectives
- Poetry: Language and Translation

ASSESSMENT

- Expressing opinions in speech and writing
- Literary analysis

- Advertising presentation
- Essay writing
- Reflective writing

SETTING / GROUPING

Year 7 students will continue their study in Chinese Language and Literature course as they are allocated.

2. Chinese Language

AIMS

The Chinese Language course is designed to enable students to:

- develop students' intercultural understanding;
- enable students to use the target language in a range of contexts and for a variety of purposes;
- develop students' awareness of the role of language in relation to other areas of knowledge.

MAIN OBJECTIVES

(A) Listening

- Proficient level
 - identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts;
 - analyse conventions in a wide variety of complex authentic texts;
 - analyse connections in a wide variety of complex authentic texts.

(B) Reading

- Proficient level
 - identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts;
 - analyse conventions in a wide variety of complex authentic texts;
 - analyse connections in a wide variety of complex authentic texts.

(C) Speaking

- Proficient level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - use clear pronunciation and intonation in a comprehensible manner;
 - communicate all or almost all the required information clearly and effectively.



(D) Writing

- Proficient level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - organise information effectively and coherently in an appropriate format using a wide range of complex cohesive devices.

UNIT TOPICS

- School life
- Family and culture
- Health and ways of life
- Connections

ASSESSMENT

- Expressing opinions in speech and writing
- Independent presentation
- Authentic communications with purposes
- Multi-media literacy

SETTING / GROUPING

Classes are set based on students' Chinese language competency.

3. Chinese Language Acquisition

AIMS

The Chinese Language Acquisition course is designed to enable students to:

- develop a respect for, and understanding of, diverse linguistic and cultural heritages;
- offer insight into the cultural characteristics of the communities where the language is spoken;
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities.

MAIN OBJECTIVES

(A) Listening

- Emergent level
 - identify explicit and implicit information (facts, opinions, messages and supporting details);
 - analyse conventions;
 - analyse connections.

(B) Reading

- Emergent level
 - identify explicit and implicit information (facts, opinions, messages and supporting details);
 - analyse conventions;
 - analyse connections.

(C) Speaking

- Emergent level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - use clear pronunciation and intonation in comprehensible manner;
 - communicate all the required information clearly and effectively.

(D) Writing

- Emergent level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices;
 - communicate all the required information with a clear sense of audience and purpose to suit the context.

UNIT TOPICS

- Family and Culture
- My School
- Body Health
- Cultural Classes and Field Trips

ASSESSMENT

- Vocabulary Quizzes
- Lesson Review Tests
- Practice Essays
- Speaking Practices (Reading out texts, vocabulary etc.)
- Individual and Group Projects (Multimedia Presentations: Posters, Slides, Videos etc.)

SETTING / GROUPING

Classes are set by students' Chinese language competency.



Homework

For students, parents, and teachers, homework is a topic that generates a range of different views. Many parents want schools to set homework; most students appreciate that homework is important and understand that it helps them to be successful in their studies; and teachers believe that independent study is an important skill in its own right, as well as supporting student progress.

Research shows that there is a positive relationship between time spent on homework and achievement at secondary school level, but only when homework is set in moderate amounts and when tasks are interesting, challenging, and varied.

A recent school survey demonstrated that our students prefer homework tasks that are clearly defined, allow for an element of creativity, and have adequate deadlines, but dislike regular and mundane tasks that are not clearly linked to their learning. These findings match with the current available research on homework.

Good learning requires a partnership between students, families and the school and so we have suggested ways in which we can all support the deeper learning of our students and these are published in our Homework Policy. In short, we believe that homework tasks should:

- consolidate learning
- provide opportunities for students to practise and apply skills
- be structured
- be planned
- have a purpose
- have clear outcomes
- have success criteria made clear to students
- promote, where possible, the TES values – we encourage students to persevere when homework is difficult
- allow opportunities for students to be creative in how they present their learning
- promote responsibility and organisation





HOMEWORK CHARTER FOR SCHOOL, STUDENTS AND PARENTS

SCHOOL

- All homework tasks should be planned for learning.
- Teachers should communicate how long students should spend on a particular task and have realistic expectations about how long a task might take a student.
- Tasks should be accessible by all students and differentiated if required.
- Homework needs to be explained in lessons and clear instructions given on the nature of the task and how students might go about achieving it.
- Students must be given the opportunity to write the instruction in their diary and email used when necessary to communicate homework instructions or guidance to parents.
- Students need to know how homework will be assessed (e.g. by self/peer/teacher).
- If the task is new to students, and is not a creative open-ended task, it should be modelled. For example, what does 'research' look like? If students are being asked to 'revise', how should they go about it? What evidence would you expect to see of revision? Heads of Departments will regularly review and monitor the quality of homework set.
- Teachers will log when students consistently miss homework deadlines and provide appropriate sanctions as per departmental policy.

STUDENTS

- Attempt homework tasks to the best of your ability.
- Use the homework diary to accurately write down the homework instruction.
- Meet homework deadlines. If there is a problem with homework, you should notify your teacher as soon as possible prior to the due date.
- Try to keep your academic targets in mind when completing homework.
- Understand that homework is important to learning.
- Aim to stick to the guidance given by teachers regarding the length of time to spend on homework. Keep things in perspective. Homework is important, but social, artistic and sporting activities are also important in achieving life balance.
- Know that quality is more important in most cases than quantity.
- Never copy or plagiarise work – asking for extra help is better!
- Avoid rushing to complete work. Be well planned and organised. If there is a problem, you have the following options available to you: ask a friend/member of the class; ask/email your subject teacher for further clarification; ask your parents/siblings for advice; speak to your Year Dean if you still feel that things are getting on top of you.

HOME

- Please remember that when it comes to homework, quality is more important than quantity.
- Use the homework diary to accurately write down the homework instruction.
- Use the homework planner to check that your child has clearly written their homework tasks.
- Once per week, for example on a Sunday, help your child plan for the week ahead.
- Allocate specific times for homework tasks.
- Provide a quiet work space free of distractions and provide light supervision.
- Support your child in managing distractions such as Social Media, email, TV and computer games.
- Don't do homework for your child.
- If your child has a tutor, they should provide guidance and support rather than undertaking the actual task.
- Communicate with school if there are problems.
- Encourage children to approach teachers to ask for help.
- Consider how other activities might impact homework. Avoid over-commitment, e.g. personal tutoring and additional classes.
- Spend some time to help children devise organisational systems. For example, use a wall-planner or calendar to record what is due and when it is due so your child can 'see' what needs to be done. Contact your child's teacher or Year Dean if your child is exhibiting anxiety or stress over homework.
- Developing the whole child is part of our school's philosophy – remember that social, creative and physical activities play a part in this.
- Homework should always provide an opportunity for learning. Talk to your child about their homework and take an interest in their work.



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