



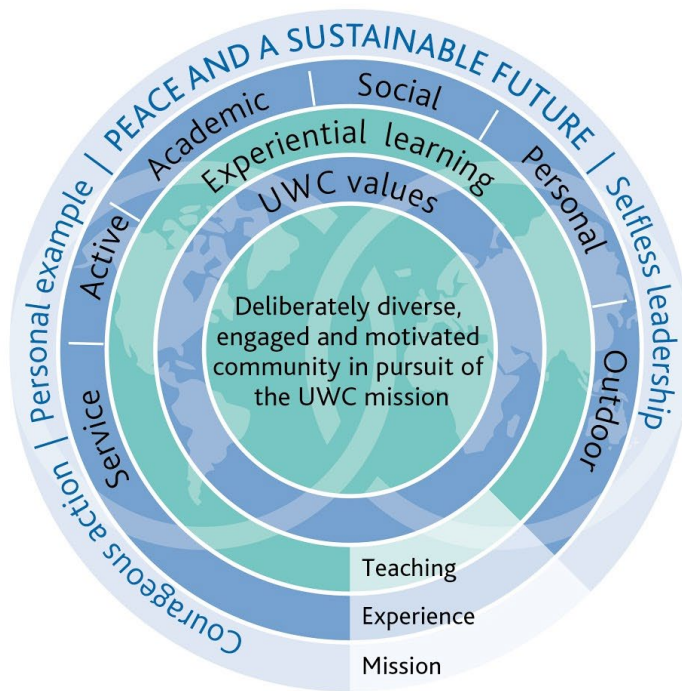
## **MYP Handbook 2020/21**



## Table of Contents

UWC East Africa – Guiding Statements .....	2
UWC Common Code of Conduct .....	3
The MYP Framework .....	4
A Concept-driven Curriculum .....	4
Contextual Understanding: Global Contexts .....	5
Approaches to Learning (ATL) .....	5
Service as Action (SA) .....	7
The Personal Project.....	7
Subject Groups .....	8
Group 1: Language and Literature.....	8
Group 2: Language Acquisition.....	8
Group 3: Individuals and Societies .....	10
Group 4: Experimental Sciences.....	10
Group 5: Mathematics.....	10
Group 6: The Arts .....	11
Group 7: Physical and Health Education .....	12
Group 8: Design .....	12
Life Skills .....	13
Home Learning and Guidance time .....	13
Academic Integrity.....	13
IB MYP Assessment and Criteria.....	13
Summary of the Subject-Specific Assessment Criteria.....	15
Awarding Grades .....	15
Reporting to Parents .....	17
End of Programme Assessment.....	17
Awards and Recognition.....	17
Information Directory.....	18
Moshi Campus .....	18
Arusha Campus.....	18

## UWC East Africa – Guiding Statements



### **UWC Mission**

UWC makes education a force to unite people,  
nations and cultures for peace and a sustainable future

### **UWC Values**

International and intercultural understanding | The celebration of difference  
Personal responsibility and integrity | Mutual responsibility and respect  
Compassion and service | Respect for the environment  
A sense of idealism | Personal challenge | Action and personal example

## UWC Common Code of Conduct

Pursuing the UWC mission – to make education a force to unite people, nations, and cultures for peace and a sustainable future – requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge, action and personal example.

At the heart of the UWC ethos is respect for others in all our actions and words. This means that we must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good heartedness from all members of the UWC community and a recognition that cultural norms are diverse.

The common code of conduct is required to make expectations clear. Students who accept a position at a UWC school or college commit to the pursuit of a healthy lifestyle, one that avoids potential harm to self and to others.

The following are not tolerated:

- Illicit drugs
- Tobacco
- Alcohol on school property and school sponsored activities
- Sexual activity in any public area, including student rooms
- Hazing, bullying or harassment
- Assault
- Stealing or 'borrowing without permission'

Additionally, each college will have clear expectations regarding:

- Attendance (at all classes and activities)
- Academic integrity
- Respect for curfew and/or quiet time
- Alcohol 'off-campus'

Individual UWC schools and colleges may have additional standards on these issues that reflect the laws and cultural norms of the country in which they are located. The expectation is that the UWC Common Code of Conduct will be followed both in action and in spirit. Those who breach the code will lose the right to remain in their UWC school or college.

This document was approved by the UWC International Board of Directors, 17 October 2010

## The MYP Framework

The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16. The MYP can motivate students and help them to achieve success in school and in life beyond the classroom. The programme allows students to build on their personal strengths and to embrace challenges in subjects.

The MYP is guided by three principles. These include holistic learning, intercultural awareness and communication. These fundamental concepts of the programme provide a strong foundation for teaching and learning in the MYP. They establish a philosophy of international education.

## MYP Curriculum Model

In the programme model for the MYP, the student is at the centre. The model describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding. They include approaches to learning (ATL), approaches to teaching that include collaborative learning through inquiry, concepts and context. The second ring describes important outcomes of the programme which espouse inquiry-based learning.



Such learning may result in student-initiated action, sometimes involving service within the community. The MYP culminates in the personal project (for students in MYP year 5).

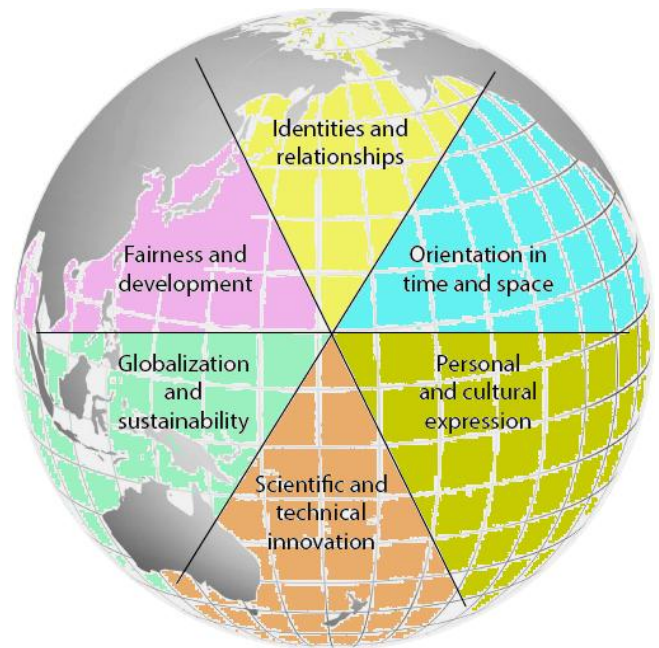
## A Concept-driven Curriculum

The International Baccalaureate (IB) values education more as the transformation of personal understanding and the collaborative construction of meaning. The MYP offers a curriculum framework and courses that are broad and balanced, conceptual and connected. This enables students to engage with a defined set of key and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP. Some of the concepts explored include Aesthetics, Change, Communication Communities, Connections, Creativity, Culture, Development, Form, Global Interactions, Identity, Logic, Perspective, Relationships, Systems, Time, Place and Space.



### Contextual Understanding: Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. Contexts for learning in the MYP are chosen from global contexts to encourage international mindedness and global engagement within the programme. The six Global Contexts include Identities and Relationships, Orientation in Time and Space, Personal and Cultural Expression, Scientific and Technical Innovation, Fairness and Development, Globalization and Sustainability. MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded; framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.



### Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum. The ATL skills categories are organized into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self, knowledge and skills they need to enjoy a lifelong learning.

ATL skills directly support the attainment of subject-group objectives.

<b>Communication</b>	<b>I. Communication skills</b>	
	Exchanging thoughts, messages and information effectively through interaction. Reading, writing and using language to gather and communicate information	How can students communicate through interaction? How can students demonstrate communication through language?
<b>Social</b>	<b>II. Collaboration skills</b>	
	Working effectively with others	How can students collaborate?
<b>Self-Management</b>	<b>III. Organization skills</b>	
	Managing time and tasks effectively	How can students demonstrate organization skills?
	<b>IV. Affective skills</b>	
	Managing state of mind: Mindfulness, perseverance, emotional management, self-motivation and resilience	How can students manage their own state of mind?
	<b>V. Reflection skills</b>	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
<b>Research</b>	<b>VI. Information literacy skills</b>	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	<b>VII. Media literacy skills</b>	
	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
<b>Thinking</b>	<b>VIII. Critical thinking skills</b>	
	Analyzing and evaluating issues and ideas	How can students think critically?
	<b>IX. Creative thinking skills</b>	
	Generating novel ideas and considering new perspectives	How can students be creative?
	<b>X. Transfer skills</b>	
	Using skills and knowledge in multiple contexts and knowledge across disciplines	How can students transfer skills and subject groups?

## Service as Action (SA)

Service as Action is a requirement for IB MYP. In Grades M1-M5, students are encouraged to participate in service-based activities where the students have to take action. In all grades, groups of students will be given several Service as Action opportunities and typically work in groups. It is recommended that students use and build upon their own interest and experiences while deciding service groups to join. Students must keep a journal or portfolio of evidence of their Service as Action activities and write reflections on ManageBac.

## The Personal Project

The Personal Project (PP) is a student driven, extended, independent piece of work completed by every student in the last year of the program. Project topics, ideally, reflect a student's personal interests. Students develop a goal for their project based on their interest as inspired by a relevant Global Context. They work to achieve the goal through the making of a 'product' (for example a video, website, or event) or coming up with an outcome.

Assessment of the PP is through the PP report. In this piece of work, students detail how they engaged with the process of completing the project and reflect on the process, the outcome, and what they learned. All stages of the PP are documented by students in a process journal. This is a key element of the project, as students use excerpts from their journal to demonstrate how they used ATL skills during the project. Each student receives a PP Guide and is expected to bring it to meetings with their supervisor. Through the use of a process journal, the supervisor will provide support and guidance through the PP process.

To celebrate the end of the PP process, the students make presentations in a Personal Project Exhibition.

The third ring in the model describes the MYP's broad and balanced curriculum consisting of eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design. In many cases, discrete or integrated disciplines may be taught and assessed within a subject group. The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.



## Subject Groups

### Group 1: Language and Literature

English, Swahili [Moshi Campus]; English [Arusha Campus]

Language and Literature is either a student's mother tongue language or one in which he/she has near native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

#### Main Objectives

The study of MYP Language and Literature is to encourage and 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 analyzing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

#### Knowledge Areas

Literary forms in MYP language and literature courses typically include poetry, prose (short stories and novels from a variety of genres), mythology and drama. Additional forms of literature may be included too. Written and visual texts of sufficient complexity are chosen that allow students to encounter a range of age-appropriate styles in which they can explore linguistic devices, literary devices, visual devices and supportive tools. More details of the course are available on Managebac.

### Group 2: Language Acquisition

English, French, Swahili (M1-M3) [Moshi Campus]; French, Swahili [Arusha Campus]

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

#### Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation.

#### Skills & Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each Grade and language.

## Assessment

Teaching and learning in Language Acquisition is organized into six phases. The phases represent a developmental continuum of additional language learning. Students may commence their Language Acquisition course in any phase on the continuum and may exit from any phase on the continuum. The table below provides guidelines on progression through the IB language courses.

Phase	MYP	DP
Phase 1		Ab initio
Phase 2		Ab initio (in rare cases) Language B SL
Phase 3		Language B SL
Phase 4		Language B SL/HL
Phase 5	It is recommended that students have at least one semester in MYP Language and Literature before starting these DP courses.	Language A SL
Phase 6		Language A SL/HL

Note: The phases are not organized into age groups or MYP year.

## Language Placement

Language learners are either grouped as Language Acquisition students or Language and Literature students in English and Swahili. The school's goal is that all Language Acquisition learners should progress steadily through the phases as they continue through the MYP. The teachers will use students' academic results to move students to a new phase so that students are provided with the proper level of challenge needed to develop their language skills.

For all students, it is important to develop their English skills as this is the primary language of instruction at UWCEA. The school's goal is that English Language Acquisition learners should eventually acquire the necessary fluency to join a Language and Literature class in the MYP or reach a sufficient proficiency level to access a Language and Literature course in the DP. Teachers will assign students to classes based on their current language level.

***\* On Moshi Campus, students in M4/M5 may choose to continue studying French (Language Acquisition) or, if they are Swahili speakers, to study Swahili (Language and Literature).***

***\* On Arusha Campus, students in M4 choose either French or Swahili as their Language Acquisition and continue with it in M5.***

### **Group 3: Individuals and Societies**

**Individuals & Society (M1-M3), History (M4-M5), Geography (M4-M5) [Moshi Campus];  
Individuals and Societies (M1-M5) [Arusha Campus]**

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills; contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

#### **Knowledge Areas**

Knowledge areas include demographics and human movements; settlement and urban morphology; superpowers, empires and supra-national alliances and organizations; significant individuals; warfare and peacekeeping; rights and social protest; trade, aid and exchange; economic agents and their interests and role in the economy: consumers, producers, governments, banks; measurements and trends; ecological relationships; industrialization and technological developments and resource management.

#### **Assessment**

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP individuals and societies attainment level.

### **Group 4: Experimental Sciences**

**Integrated Science (M1-M3), Biology, Chemistry and Physics (M4-5).**

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP sciences aim to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments. At UWCEA, students study integrated sciences from M1-M3. In M4-M5, they learn Biology, Chemistry and Physics as individual subjects. This prepares them adequately for these courses at the Diploma.

#### **Knowledge**

The knowledge areas included in MYP sciences are prescribed by the IB and these are found on Managebac.

#### **Assessment**

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

### **Group 5: Mathematics**

**Extended Mathematics, Standard Mathematics [Moshi Campus];  
Standard Mathematics [Arusha Campus]**

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

## **Levels of Mathematics**

At UWCEA, all students follow the prescribed skills framework in M1-M3. In M4-M5 on Moshi Campus, the concepts and skills of the framework for mathematics are organized so that students can work at two levels of ability: Standard Mathematics and Extended Mathematics. At the end of M3 teachers will recommend the placement of students based on their academic achievement. Students will be reassessed throughout M4 and may switch levels as needed to provide the appropriate level of challenge needed to progress in mathematics. On Arusha Campus, all students follow the prescribed skills framework for Standard Mathematics.

- Standard mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics. This level is a foundation for students preparing for Mathematics SL in the DP.
- Extended mathematics consists of the standard mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics, for example, one of the higher-level mathematics courses as part of the IB Diploma Programme.

## **Knowledge**

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics; number; algebra; geometry and trigonometry; statistics and probability.

## **Assessment**

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

## **Group 6: The Arts**

### **Visual Art, Drama, Music**

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

At UWCEA, M1-M3 students are exposed to Drama, Music and Visual Arts. On Moshi Campus, in M4, they study Visual Arts together with either Music or Drama. In M5, they only chose one Art subject. However, the chosen Art subject in M5 must have been studied the previous year. On Arusha Campus, students in M4 choose either Visual Art, Drama or Music and continue with this discipline in M5.

## **Knowledge**

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Visual Arts.

## **Assessment**

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

## **Group 7: Physical and Health Education**

UWCEA's IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

### ***Skills and Knowledge***

One year of experience of a variety of sports encourages students to develop different skills: Analyzing New Concepts, Observing, Communicating, Evaluating, Experimenting, Inquiring, Recording, Synthesizing, Using Space, Time and Energy, Team Working, Performing, Planning and Creating, also Respect, Civility, and Taking Initiatives.

## **Assessment**

Each semester students are graded on the four assessment criteria outlined at the end of this section. At the end of the course, criteria grades are combined to produce an overall MYP PHE level.

## **Group 8: Design**

MYP Design is compulsory for all students in M1-M5 and covers two areas, digital design and product design.

### **Skills**

In M1-M5, students learn skills which they then apply to given projects. In M4-M5, they are given projects for which they choose suitable techniques and some of the materials. The skills covered in Product Design are correct use of hand and power tools; marking, shaping and finishing wood and plastics, together with presentation techniques.

### **Knowledge**

Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification, progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

## **Assessment**

Students are assessed throughout the year in shorter and longer projects, with focused tasks used to address particular skills. All work is formatively assessed, and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

## **Life Skills**

UWCEA requires each MYP student to participate in a weekly Life Skills class. The general focus of this class is to look at areas that will help students to be successful in and out of the classroom.

Topics covered over the program include healthy and balanced lifestyles; time management and study skills; relationships; rules, rights and responsibilities among other topics. The program is designed with the needs and developmental age of the students taken into consideration.

## **Home Learning and Guidance time**

Home Learning is a necessary adjunct to classroom teaching, and all students can expect to do work on a regular basis. It is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

For more on Home Learning refer to Secondary Students' Handbook.

## **Academic Integrity**

UWCEA is committed to academic integrity. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard. A detailed policy document, called the UWCEA Academic Honesty Policy outlines the expectation.

For more on Home Learning refer to Secondary Students' Handbook.

## **IB MYP Assessment and Criteria**

Assessment in MYP is criterion-related and takes place in the context of MYP Units of study. These units take a number of weeks to complete and involve both formative and summative assessment tasks. Student attainment at the end of a unit will be graded against all or any combination of MYP criteria by the summative assessment task, which will specify the task itself, the criteria, and an estimate of the time needed to undertake the task. Levels achieved under the various criteria in each subject are converted to an overall achievement score on a scale of 1–7, with 7 being the highest grade achievable. All unit assessments and their reporting will be recorded on Managebac.

## **Assessment Tasks**

Teachers create assessment tasks that are aligned to their subject's objectives and are placed in context, as guided by the Global Contexts. These tasks aim to gather information about the students' learning and may be completed in class and/or at home. They may include: projects, presentations, observations, performance, quizzes, essays, investigation, debates, compositions, role-plays, other creative tasks and examinations. In the course of a semester, all criteria will be assessed at least twice.



## eAssessment

Formal examinations in the form of eAssessments are offered by the IB and take place in M5. The eAssessments provide IB-validated grades for MYP subjects. This procedure is required for schools wishing the IB to issue the IB MYP Certificate and Course Results based on the eAssessments results only. In addition, students will receive the UWC East Africa MYP Certificate based on the overall coursework results throughout M5.

There are two kinds of MYP eAssessments:

- on-screen examinations for English Language and Literature, Individuals & Societies, Mathematics, Sciences and Interdisciplinary learning (externally marked)
- ePortfolios for Physical and Health Education, Arts, French and the Personal Project (internally marked and externally moderated).

Please note that the IB does not currently offer Swahili as an ePortfolio for the eAssessments. Students taking Swahili will receive an IB endorsed School Based Award instead of the IB MYP Certificate. They will still receive the MYP Course Results from the IB in addition to the UWC East Africa MYP Certificate.

The IB will issue an MYP certificate to each student who satisfies the following conditions:

- participated in the programme for a minimum of one year (MYP year 5)
- gained at least a grade 3 for the personal project
- gained at least a grade 3 in at least one subject from each subject group
- completed the school's requirement for community service
- gained a grade total of at least 28 (out of a possible 56) from the following six subject groups (English Language and Literature ; French Language Acquisition; Individuals and Societies ; Mathematics ; Sciences ; Arts or Physical and Health Education) plus the Personal Project and the Interdisciplinary on-screen examination.

If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP Course Results Certificate.

## Summary of the Subject-Specific Assessment Criteria

Subject	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking Action	Reflecting

The following is a summary of all subjects together with their assessment criteria including the Personal Project.

### Awarding Grades

At the end of a unit/assessment period, students will undertake a range of formative and summative assessment tasks over the course of a unit/assessment period. The award of a particular grade at the end of this time is a matter of professional judgement, and the teacher will take into account many factors, especially if a student's performance has been varied. Where a year group is taught a subject by different teachers, summative assessments and grades will be standardized. All the work of MYP students is internally assessed by teachers according to a criterion-based approach. To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

## MYP Grade Descriptors

Grade	Mark Bands	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

The following table provides a sample of how to convert the criterion levels total into a grade based on a scale of 1–7. Let us assume that Yusuf achieves the grades below in each Criterion of Mathematics Subject.

CRITERIA	YUSUF'S GRADE	OUT OF
Criterion A: Knowing and Understanding	6	Maximum 8
Criterion B: Investigating Patterns	6	Maximum 8
Criterion C: Communicating	4	Maximum 8
Criterion D: Applying Mathematics in real-life Contexts	5	Maximum 8
<b>Criterion Total</b>	<b>21</b>	<b>Maximum 32</b>

From the sample table above, Yusuf's total from the criteria is **21** which from the grade descriptors above, lies in the Boundary (**19-23**). Yusuf's grade will therefore be a **5** (Good) in Mathematics. Each MYP Subject will use the **Mark Bands** column in the **MYP Grade Descriptors** table above for conversion of criteria grade totals.

## Reporting to Parents

Full school reports are issued in December and June. Parent-teacher conferences are held at the end of each quarter. Parents are also able to communicate less formally at any point during the year by appointment with any member of staff.

## End of Programme Assessment

All the work of MYP students is internally assessed by teachers according to a criterion-related approach. Students graduating from the MYP will be eligible for a Middle Years Programme Certificate, indicating a grade from 1 – 7 for each of the eight subject groups.

## Awards and Recognition

Throughout the academic year, students work very hard to achieve the best that they can. At the end of each semester, students' academic achievements are celebrated. However, every semester, the Secondary School comes together to formally recognize and celebrate our most outstanding achievements. The following is a guide to the awards to be given during the ceremony. At the end of each semester, the following awards are given to students:

*Academic Honours Award* –This award is given to any student who achieves a minimum academic average in all subjects either at the end of a semester or academic year. This award is divided into two: High Honours and Honours. There is no limit to the number of students who can receive either High Honours or Honours Award. The threshold for Honours is set lower than that of High Honours. The following are the thresholds:

Award	High Honours	Honours
MYP	6.5 and above	6.0 – 6.4

*Learner Profile Award:* This award is given to a student who has shown demonstrable IB learner profile attributes in each Year Group as prescribed by the Curriculum Committee in each Quarter. The students are nominated by the teachers.

At the end of the academic year, the following awards are given in addition to the ones above.

*Academic Excellence Award:* This award is given to the student who has demonstrated academic excellence in the year from the graduating M5 class. The mean grade for such a student must be above 6.00.

*Academic Progress Award:* This award is given to a student with the highest positive deviation in his/her mean grades between semester 1 of M4 and semester 2 of M5.

*Community Service Award:* This award is given to any M5 student with demonstrable passion, commitment and zeal for service to the school or local community. The awardee is nominated by the teachers.

## Information Directory

School Website  
School Director

<http://www.uwcea.org>  
Dr Anna Marsden: [annamarsden@uwcea.org](mailto:annamarsden@uwcea.org)

### Moshi Campus

Physical address

UWC East Africa, Moshi  
P.O. Box 733  
Moshi, Kilimanjaro, Tanzania.

Phone numbers

+255-27- 275 5004, 275 5005, 275 1850

Fax

+255-27-275 2877

Email

[school@uwcea.org](mailto:school@uwcea.org)

Head of Campus

Mr Bob Cofer: [bobcofer@uwcea.org](mailto:bobcofer@uwcea.org)

Deputy Head of Campus

Mr Ben Morley: [benmorley@uwcea.org](mailto:benmorley@uwcea.org)

MYP Coordinator

Ms Jeanne Aman: [jeanneaman@uwcea.org](mailto:jeanneaman@uwcea.org)

Sports & Activities Coordinator

Mr Robin Marsh: [robinmarsh@uwcea.org](mailto:robinmarsh@uwcea.org)

College & Socio-emotional

Ms Cassandra Ford: [cassandraford@uwcea.org](mailto:cassandraford@uwcea.org)

### Arusha Campus

Physical address

UWC East Africa, Arusha  
Dodoma Road, P.O. Box 2691  
Arusha, Tanzania.

Phone numbers

+255 27 2505029, 2505030

Email address

[adminarusha@uwcea.org](mailto:adminarusha@uwcea.org)

Head of Campus

Mr Phil Bowen: [philbowen@uwcea.org](mailto:philbowen@uwcea.org)

MYP Coordinator

Mr Hamid Rezayi: [hamidrezayi@uwcea.org](mailto:hamidrezayi@uwcea.org)

Sports & Activities Coordinator

Mr Matt Uffindall: [mattuffindall@uwcea.org](mailto:mattuffindall@uwcea.org)

College & Socio-emotional

Ms Blessing Nicholas: [blessingnicholas@uwcea.org](mailto:blessingnicholas@uwcea.org)