



**MIDDLE YEARS PROGRAMME**  
Grade 6 - 10 CURRICULUM GUIDE



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# INTERNATIONAL SCHOOL BASEL

## MISSION AND MISSION GUIDING STATEMENTS

### MISSION

“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- *ISB Student*

### MISSION GUIDING STATEMENTS

#### “We all want to learn more”

- We support all our students to achieve educational excellence by discovering and developing their academic potential
- We foster the curiosity and creativity of each individual
- We empower our students to be future-ready, global citizens
- We encourage learning as a lifelong pursuit

#### “We all do it in different ways”

- We value inclusion of all learners
- We innovate and adjust our approaches to teaching and learning to address student needs
- We celebrate diversity as a strength and promote equal opportunity for all

#### “We all have fun learning”

- We offer an all-round education that serves the needs of the whole child
- We provide stimulating, connected, and relevant service learning opportunities within and beyond the classroom
- We inspire a sense of wonder in the world and optimism for the future

#### “We all help”

- We create safe, caring, and affirming learning spaces for our international community
- We cultivate collaborative, supportive, and positive partnerships
- We nurture the values of care, compassion, and responsible action
- We respect our personal, local, and global environments



# INTERNATIONAL BACCALAUREATE ORGANISATION

## 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.

## GENERAL INFORMATION

The International Baccalaureate Organisation (IB), founded in Geneva in 1968, is a non-profit-making educational foundation. It grew out of an effort by international schools to establish a common curriculum and university entry credential.

The IB Middle Years Programme (MYP), for students aged 11 to 16, is the programme offered to ISB students in the Middle School (Grade 6 - 7) and Senior School (Grade 8 - 10). The origins of the MYP can be traced to the International Schools' Association (ISA) in the early 1980s. This organisation sought to provide an appropriate curriculum for the internationally mobile student. The IB adopted the Middle Years Programme in 1994 and the MYP was first implemented at ISB in August 2000. Currently approximately 1300 schools in more than 90 countries are authorized to offer the MYP.

The development of the MYP continues to be led by international school teachers under the auspices of the International Baccalaureate Organisation (IB). Considered to be 'the most ambitious programme redesign in the IB's 45 year history' ([www.ibo.org](http://www.ibo.org)), the Middle Years Programme has undergone extensive review with teaching of 'MYP: The Next Chapter' starting in August/September 2014. MYP: The Next Chapter ensures closer alignment across all the IB programmes and these developments provide excellent preparation for students going on to study in the IB Diploma Programme (DP).

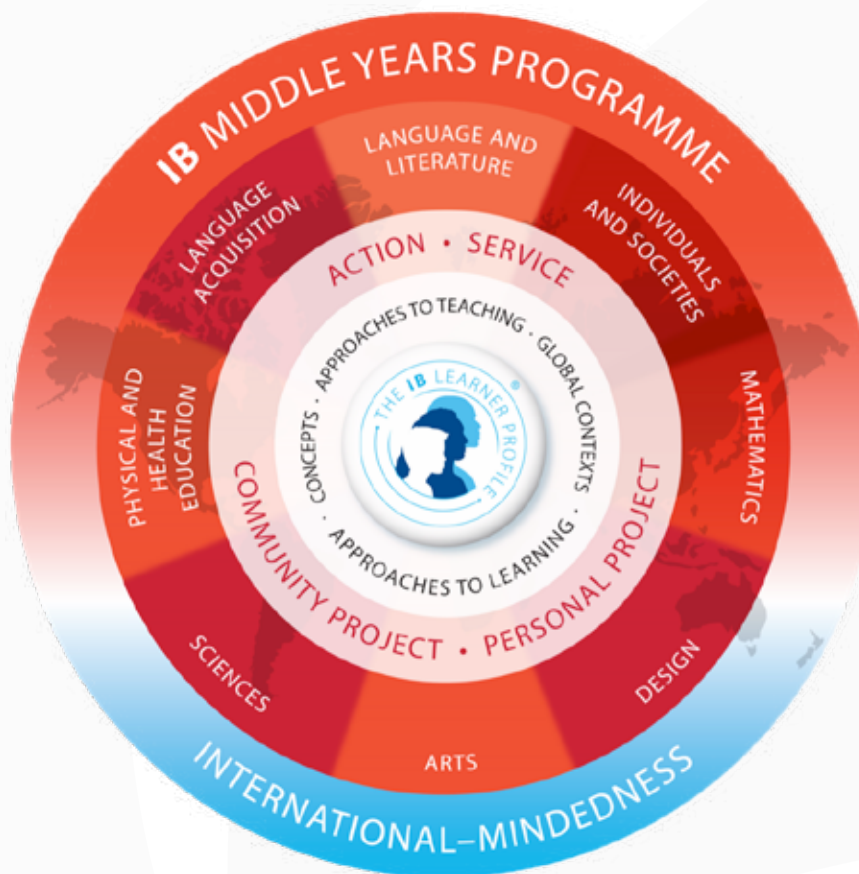
Mid-adolescence is a critical phase of personal and intellectual development. The MYP provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become creative, critical and reflective thinkers. It is an inclusive, student-centred programme that explores conceptual understanding and significant content within global contexts and develops effective approaches to teaching and learning. The MYP, combining academic rigor and challenge, 'fosters the development of skills for communication, intercultural understanding and global engagement – essential qualities for young people who are becoming global leaders'. ([www.ibo/myp](http://www.ibo/myp))

At ISB, students at the beginning of the MYP Programme (Grade 6 - 7) experience a transition from the more self-contained homeroom approach of the IB Primary Years Programme (PYP) to a Middle School environment, where it is normal to move about the building and study with several subject teachers. This trend continues when students move to Senior School to continue their MYP studies (Grade 8 - 10) and on into the Diploma Programme (Grade 11 - 12).

ISB seeks to promote a three-way partnership in which the school, student and parents work together to ensure the best possible environment for every student to realise potential. We aim to foster an environment in which concern, respect for others, understanding and tolerance, are fundamental to all that is undertaken. We encourage all parents to play their part in the "partnership" by maintaining direct contact with the school. Relevant email addresses may be found on the Communications Portal.



## MYP PROGRAMME MODEL



### THE IB LEARNER PROFILE

The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the learner profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the IB programmes and, therefore, the culture and ethos of all IB World Schools. The IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

#### **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 analyse 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.

### **Openminded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

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.

### **Risk Takers**

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, 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.

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## **SUBJECT GROUPS**

Underpinned by the IB Learner Profile, the MYP ensures a well-rounded and balanced education through opportunities to study subjects in eight subject groups as represented in the programme model:

- Language and Literature (English: language of instruction at ISB, French, German)
- Language Acquisition (English, French, German, Spanish)
- Individuals and Societies (Geography, History)
- Sciences (Biology, Chemistry, Physics)
- Mathematics (Extended, Standard)
- Arts (Visual Art, Drama, Music)
- Design (Digital, Product)
- Physical and Health Education

In addition to subjects within all eight subject groups, all MYP students are required to study at least two languages. At ISB all students study English: in Grade 6 - 7 students study German and one other language (French or Spanish); in Grade 8 students have the choice of which two language acquisition subjects they wish to take (French, German or Spanish). In Grade 9 and 10, as well as subjects within Language and Literature, Language Acquisition, Individuals and Societies, Sciences (Biology and Chemistry), Mathematics and Physical

and Health Education, students in Grade 9 additionally study Design and the Arts. They have a choice, of one language acquisition (French, German or Spanish) and have the option to choose a second language acquisition or a second Arts subject or Physics and In Grade 10, students have a choice of two optional subjects from Arts, Design, PEP (Politics, Economics, Psychology), a second Language Acquisition subject or Physics.

## TEACHING AND LEARNING IN CONTEXT

In the MYP all teaching and learning takes place within a specific framework, known as a Global Context. Global Contexts engage students in the world around them, help students to see learning as meaningful and relevant to their lives and to the world they know and to understand why it is important to learn about and inquire into subject topics. Using Global Contexts, MYP students explore human identity, global challenges and what it means to be internationally minded. There is a very close link between the IB Learner Profile and the Global Contexts.

The Global Contexts are:

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

## CONCEPTUAL UNDERSTANDING

Conceptual understanding is at the centre of all MYP teaching and learning. Conceptual learning focuses on big ideas that have relevance within specific disciplines and across subject areas. They give coherence to the curriculum, deepen disciplinary understanding, help students to examine knowledge holistically, develop the students' ability to engage with complex ideas and allow transfer of learning to new contexts.

Content in all subjects focuses on three or four key concepts (see table below), which give the breadth of understanding, and subject-specific related concepts, which give depth for inquiry. Students move beyond learning topics and facts; they engage higher order thinking skills and are enabled to become critical and creative.



## MYP KEY CONCEPTS

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

## APPROACHES TO LEARNING (ATL)

Students encounter different teachers, each with his or her teaching style, and are required to study several subjects involving a variety of tasks. To be able to cope with these challenges, Approaches to Learning is a thread that provides coherence and consistency across the subject groups. It is vital that we ensure students learn how to learn, to evaluate the effectiveness of their learning and find and develop the learning style that suits him/her best.

The skills to be developed include:

- Communication - exchanging thoughts, messages and information effectively through interaction and reading, writing and using language to gather and communicate information
- Social - working effectively with others
- Self-management - managing time and tasks effectively, managing state of mind, reflecting on the process of learning
- Research - finding, interpreting, judging and creating information, interacting with media to use and create ideas and information
- Thinking - analysing and evaluating issues and ideas, generating novel ideas and considering new perspectives, using skills and knowledge in multiple contexts

*(IB MYP From Principles into Practice, May 2014, pp. 98-104)*

Such skills will prove vital in the successful completion of the Personal Project, a key requirement of the Programme in Grade 10.

Approaches to Learning is not taught as a separate subject, but developed through the subjects, with all teachers integrating and explicitly teaching ATL skills in their classroom practice. Students will be shown ways in which a particular skill can be acquired and then be given opportunities in various subjects to reinforce the skill.

Students in Grade 6 - 10 will be issued with a Student Planner to be used throughout the academic year. This must be brought to each lesson and is more than just for recording their homework assignments; it is a tool to help them organise their time and workload efficiently.



## SERVICE

Meaningful participation in Service is a requirement for all students in Grade 6 - 10. Service encourages responsible citizenship. It seeks to deepen the students' knowledge and understanding of the world around them to allow students to be more knowledgeable, open-minded and confident. Students are encouraged to make connections between what they learn in the classroom and what they see happening in the outside world.

As students mature, Service activities should go 'beyond doing for others to engaging with others in a shared commitment towards the common good. Meaningful Service requires understanding of an underlying issue such as poverty, literacy or pollution', identifying where the need lies and interacting with the relevant community to determine the best action.

### **MYP Learning Outcomes for Service**

With appropriate guidance and support, MYP students should, through their engagement with 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.

(IB MYP *From Principles into Practice*, May 2014, pp22-24)

## THE MYP PERSONAL PROJECT

In the final year of the Middle Years Programme (Grade 10) each student is required to undertake a Personal Project, which brings together the concepts and skills, including Approaches to Learning, developed throughout the MYP. The product itself may take many forms – a work of art, an original science experiment, an invention or specially designed system, a piece of literary fiction, improving the quality of life for a community or group, making a DVD or recording a musical composition. The student chooses a topic and adopts whichever approach is the most appropriate. In addition to producing a product, a detailed process journal is kept and a report is delivered.

Students have the possibility of doing the Personal Project in their mother tongue, providing work in the chosen language can be supported both by the ISB and the IB.

Each project must be focused on one of the Global Contexts for teaching and learning. In the research and development of the project, it is important to choose a topic that links naturally to a Global Context. Beyond this requirement, the choice of topic rests with the student. This means that the Personal Project represents an opportunity for students to follow a topic that is of genuine interest to them.

Each student is assigned a supervisor, drawn from the Middle and Senior School staff. Students are required to meet regularly with their supervisor, who helps review progress on their project. The supervisor is not necessarily an expert in the chosen topic, but is available to advise about the process of carrying out a project and seeing it through to a successful conclusion. It should be noted that most of the work on the Personal Project is carried out in the student's own time, although one period per cycle is given to Personal Project work.

At ISB, students begin their project in earnest at the start of Grade 10. Final completion of the Project is required at the beginning of the second semester of Grade 10. The Personal Project exhibition evening represents the culmination and celebration of student achievement in the Personal Project.

## HOME LEARNING/HOMEWORK

Home learning/homework plays an important role in student life, because it encourages the development of self-regulated learners and associated good working habits. It is important that we maximize the benefits of appropriately structured and carefully monitored home learning/homework within the MYP years.

Whilst home learning/homework will vary in quantity day to day and week to week and, of course, between individuals, there is an average which can be expected for each year level. In order to fulfil these demands, a well-organised system is needed. In general, students in Grade 6 - 7 can expect up to 60 minutes of home learning/homework per evening, Grade 8 - 9 up to 75 minutes and in Grade 10 students may have up to 90 minutes of home learning/homework per evening.

### HOME LEARNING/HOMEWORK GUIDING PRACTICES

In practice, purposeful home learning/ homework is designed to:

- provide differentiated learning to meet the developmental and individual needs of the student
- reinforce and extend school experiences
- assist students in assuming responsibility for their own learning development
- develop positive attitudes towards independent study and learning
- encourage the development of self-management, affective, and reflective skills
- assist students in preparing for subsequent learning activities

Purposeful home learning/homework includes tasks that allow students to practice/process, prepare, or extend their learning before class discussions or summative assessment tasks. These cases are defined as:

#### **PRACTICE AND PROCESS**

Definition: Any work that reviews and reinforces skills and concepts presented in class

Purpose: Helps students practice newly acquired skills to develop subject fluency

*To be effective, practice home learning/homework requires students to be able already to independently perform the skills required.*

#### **PREPARATION**

Definition: Any work that prepares students for upcoming classes

Purpose: Encourages students to acquire background information or to bring prior knowledge and experiences to class discussions

*To be effective, preparation home learning/homework requires a clearly articulated plan for students, including guidelines and resources to help students prepare for class discussions.*

#### **EXTENSION AND CREATIVITY**

Definition: Any work that explores and refines learning in new contexts or expands on classroom learning

Purpose: Encourages students to problem solve, think creatively and think critically

*To be effective, extension home learning/homework does not require a student to learn curriculum content independently. Instead, students deepen understanding and relate learning to the real world.*

## ASSESSMENT

Assessment refers to the activities/tasks that take place during the learning process to evaluate/monitor students' degree of understanding of the planned learning goals and inform teaching. The purpose of assessment is thus to promote students' learning (William, 2016: 105) and to act as a bridge between teaching and learning, and not mere measurement. Information needed to provide feedback to both students and teachers will include students' prior learning and ongoing performances during the learning process. (ISB assessment beliefs)

IB MYP assessment is criterion-related. This means that a student's work is assessed against specified criteria, which are established before the work is undertaken, and not against other students in a year level. All subject-specific assessment criteria are available in the Assessment Criteria guide and are explained to students at the beginning of the academic year, or when they start at the school.

A variety of methods will be used to assess student progress and achievement. Depending on the nature of the task, written or verbal feedback will be given, thus providing students with an opportunity to analyse and reflect on their learning and understand what needs to be improved by setting realistic and achievable targets.

Assessment at the School includes different approaches:

- **Formative Assessment** is the on-going formal and informal feedback on student achievement and progress to inform further learning. An assessment of student work is made against previously established learning objectives or criteria and students know in advance how and when performance will be assessed.
- **Summative Assessment** is used to give a picture of overall performance and is a judgment, made by the teacher; this will often be indicated by the awarding of a grade level.
- **Peer and Student Self-assessment** are encouraged. Students will be involved in the process of assessment as part of taking responsibility for their own learning and supporting that of others. This will help develop students' ability to be self-critical, and encourage the setting of targets for subsequent work.

## SCHOOL EXAMINATIONS

Whilst student knowledge, understanding and skills will be tested at regular intervals throughout the MYP in the different subject groups, formal examinations will take place in Grade 9 - 10 at the end of each academic year.

## REPORTING

In order to keep students and their families continually updated on students' progress, information is provided through:

- The open grade book on Veracross
- Parent-teacher-student conferences, which are held in October and March
- Reports, mid-year and end of year, provide detailed information on student progress.

Each report will include:

- Assessment made against specific subject criteria
- Areas of achievement and targets for improvement
- Development of Approaches to Learning skills
- Homeroom Tutor's comments

## GRADE DESCRIPTORS

Student performance grades are based on criteria specific to each subject. All end of year reports and transcripts issued to students, families and other interested parties will include grades based on the scores and the 1 to 7 MYP scale as shown below.

The table provides a means of converting the criterion levels' total into a grade based on a scale of 1 - 7. 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.

Grade	Boundary Guidelines	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.

(IB MYP *From Principles into Practice*, May 2014, p93)



## STUDENT WELFARE AND LEARNING/WELLBEING

The Student Welfare and Learning programme (SWL) has been developed by ISB as a means towards the personal development of students in Grade 6 - 7. In Grade 6 - 7 the SWL programme includes essential social and welfare topics, such as peer relationships, drug and alcohol awareness, internet safety and digital citizenship. Homeroom Tutors are assigned small groups of students, are responsible both for the pastoral care within School of those students and for the delivery of the SWL programme to them. Students have two lessons per cycle for SWL.

The Grade 8 - 10 Wellbeing curriculum is taught by specialist teachers. It aims to equip students with knowledge and skills in order to make informed decisions, both now and in the future, to enhance their own wellbeing and that of others. The curriculum focuses on Personal, Emotional, Economic, Social and Health Education. Students have two lessons per cycle for Wellbeing.



## MYP SUBJECTS

### SUBJECTS IN GRADE 6, 7 & 8

Subject Group	Subject	65 minute periods per 5 day cycle
Language and Literature	English <i>or</i> German	3
Language Acquisition	English <i>or</i> German <i>plus</i> French <i>or</i> Spanish	3 <i>or</i> 3 <i>plus</i> 2
Individuals and Societies	Individuals and Societies	3
Sciences	Sciences	3
Mathematics	Mathematics	3
Arts	Art, Drama, Music	3
Design	Digital Design, Product Design	2
Physical and Health Education	Physical and Health Education	3
Student Wellbeing	Student Wellbeing	1
Z-Block	Monday Activities: Exploring Passions, Service and Leadership Tuesday Activities: Extended Homeroom Thursday Activities: Student Support Friday Activities: Clubs, Recreational Sports & Games.	1 period per day
		Total: 30

## SUBJECTS IN GRADE 9

Subject Group	Subject	55 minute periods per 5 day cycle
Language and Literature	English <i>or</i> German <i>or</i> French	4
Language Acquisition	English <i>or</i> German <i>or</i> French <i>or</i> Spanish	4
Individuals and Societies	History and Geography	4
Sciences	Biology, Chemistry	4
Mathematics	Mathematics	4
Arts	Art <i>or</i> Drama <i>or</i> Music	4
Design	Digital Design, Product Design, Robotics	4
Physical and Health Education	Physical and Health Education	4
Wellbeing	Wellbeing	1
Extended Homeroom	Extended Homeroom	1
<b>OPTIONAL SUBJECTS</b> - must select <b>one</b> of the following options: A second language acquisition class (German, French or Spanish) <b>OR</b> A second Arts class (Drama, Music, Visual Arts) <b>OR</b> Physics		2
		Total: 36

## SUBJECTS IN GRADE 10

Subject Group	Subject	55 minute periods per 5 day cycle
Language and Literature	English <i>or</i> German <i>or</i> French	4
Language Acquisition	English <i>or</i> German <i>or</i> French <i>or</i> Spanish	4
Individuals and Societies	History and Geography	4
Sciences	Biology, Chemistry	4
Mathematics	Mathematics	4
Physical and Health Education	Physical and Health Education	4
Wellbeing	Wellbeing	1
Extended Homeroom	Extended Homeroom	1
<b>OPTIONAL SUBJECTS</b> - must select <b>one</b> of the following options: Design, Robotics, Drama, Music, Visual Arts <b>AND two</b> of the following options: Design, Drama, Music, Visual Arts, PEP (Politics, Economics, Psychology), Physics, a second Language Acquisition (German or French)		4 4 4
		Total: 38

## SUBJECT GUIDES

Further curriculum and assessment information can be found in the MYP Subject and the MYP Assessment criteria guides.

If you have any questions regarding the Middle Years Programme please contact the MYP Coordinator Siân Thomas, [sian.thomas@isbasel.ch](mailto:sian.thomas@isbasel.ch).



## MYP COMMAND TERMS

Command Term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also “Use”.)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.

Command Term	Definition
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	To evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and inter-relationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.



Command Term	Definition
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also “Explain”.)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organise*	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. “Show that” questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also “Apply”.)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

MYP *From Principles Into Practice*, pp108-110, 2014.

Terms specific to the MYP are denoted with an asterisk \*





“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- ISB Student

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