

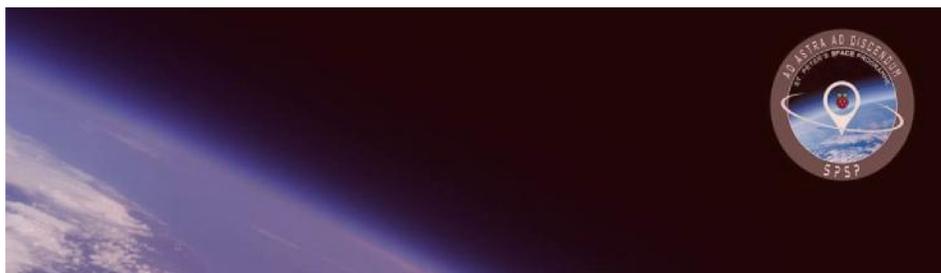
# MIDDLE YEARS (Y10)



HANDBOOK 22 / 23

# TABLE OF CONTENTS

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- Welcome
- About our school
- School structure and school hours
- IB Programme for Middle Years
- Inquiry and Concept Based Learning
- Unpacking a statement of inquiry
- Connecting our statements with our school project
- Groups and Subject Briefs in Middle Years
- Interdisciplinary Units
- Approaches to learning
- Language approach
- Assessment in Middle Years
- School Policies
- After school activities
- Community life
- Online tools
- Middle Years Team

# WELCOME

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Welcome to the Middle Years at St. Peter's. We look forward to working together as part of an international learning community.

This handbook provides you with information on our IB framework for the Middle Years and our daily life at St. Peter's. It outlines your child's goals and explains how the IB Programme is implemented in their class.

Within the supportive and trustful environment of the Middle Years School, your child will be encouraged to become actively involved in various activities, and make the most of all the opportunities presented to them throughout the year. Our approach is learning through inquiry, reflection and connection to the real world. Our curriculum is organised around a set of objectives that promote student agency.

We are always available to answer any questions or give you further information at any time. We encourage you to share your feedback and ideas with us.

We are delighted to be able to work with your children. It is our mission to take on their ideas and interests and use these to build an enriching and engaging curriculum.



**Xavier Salvadó**  
Head of PreU  
(Y10-12)  
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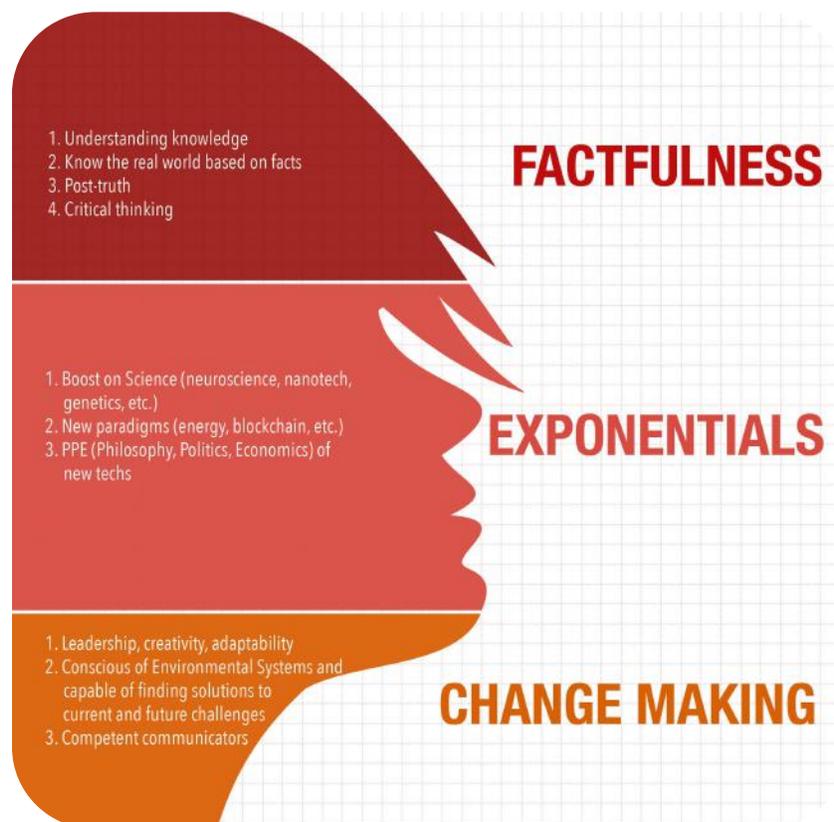
# About our School

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St. Peter's School was founded in 1964 and is an independent, private, secular, co-educational school located in Barcelona. Our school follows the International Baccalaureate framework in Middle Years, and the Diploma Programme, and is currently a candidate school for Foundation and Primary Years.

Our ambition is to build a hub of knowledge that leads education in the direction of a new paradigm. Each member of our community equally understands that they have the opportunity to create a future where we can achieve success. We are aware that this also involves risks and uncertainty, and yet we still choose to take an active part in making it happen.

The school project focuses on three fundamental pillars: Factfulness (critical thinking based on evidence), Exponentials (the latest innovations in science and tech), and Change Making.



## MIDDLE YEARS AND DP PROGRAMME STRUCTURE

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Year group	Year of birth
Year 6	2011
Year 7	2010
Year 8	2009
Year 9	2008
Year 10	2007
DIPLOMA- Year 11	2006
DIPLOMA - Y12	2005

## SCHOOL HOURS

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Year group	Drop off time	Regular class time	After School activities (extra fee)
Year 6 - Year 8	8-9	8:15-16:00	16:00-17:00
Year 9 - Year 12	8-9	8:00-16:00	16:00-17:00

To view the School calendar for 22/23 please click [here](#).

# IB Programme for Middle Years

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St. Peter's School is a validated IB world school in both Middle Years and the Diploma Programme. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme. The IB framework offers a student-led approach to learning that allows for solid connections to be made between the school environment and the real world that the students live in, ensuring they are able to apply their knowledge, understanding and skills in a valuable and purposeful way. Our goal is to support students in taking this purposeful action out into their communities and becoming responsible global citizens.



# INQUIRY AND CONCEPT-BASED LEARNING

Your child's teacher may refer to "statement of inquiry" as part of their class programme. In each unit, the students are given a "statement of inquiry" that triggers and guides their research, and help them connect their investigation to global contexts, and transferable concepts

An IB Statement of Inquiry provides your child with a curriculum of essential elements: the knowledge, concepts, skills, attitudes, and action required to equip them for successful lives, both now and in the future.

Each unit has been designed and planned by the teachers in order to guide your student through an investigation that starts with this statement. They are always connected to **Global Contexts**, to make sure they connect their knowledge to the world in which we live. They always use **transferable concepts** that help them develop higher **cognitive skills** and connect their learning across all subjects and **areas of knowledge**.



WHY SHOULD MY CHILD LEARN IN THIS WAY?

Think of modern work. It demands knowledge transfer: every day you have to apply knowledge to new situations and different domains. In a wicked world, relying upon experience from a single domain is not only limiting, it can be disastrous.



*So the key is?*

**CONCEPTS + SKILLS**

*That's the creative joy of learning!*

Through "**statements of inquiry**", the students come to appreciate that there are big concepts and skills they can draw upon in order to engage with challenges and opportunities.

They learn that school knowledge is relevant and useful beyond and across subject.



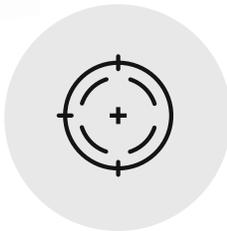
# Let's unpack an example!

Let's unpack an example of a statement of inquiry to help you understand this IB learning method

**SAMPLE**

Subject

Global Perspective, MYP4- Year 9



## STATEMENT OF INQUIRY

The development of universal human rights has led to significant changes in the fairness and equality of societies

*This is the big idea that your child will investigate in this unit. As you can see it is not restricted to one subject.*



## GLOBAL CONTEXT

Fairness and development

*Each inquiry is linked to six global contexts. Students learn best when their learning experiences have context and are connected to their lives and their experience of the world*



## KEY & RELATED CONCEPTS

Key Concept: Global interactions

Related concept: Rights

*Concepts that the teachers pick for each unit are timeless, universal and abstract. IB uses concepts so that in the future children can apply their learning to any new situation or domain.*



## APPROACHES TO LEARNING

Communication skills. Research skills

Thinking skills. Self-management skills

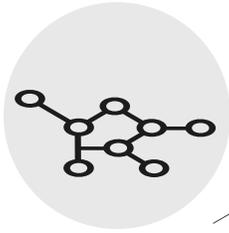
Social skills

*These are the skills that your child uses when involved in learning. For each unit, the teachers picks some specific skills to practice and focus on. Your child can later utilise these skills in any new learning domain.*

**SAMPLE**

Subject

Global Perspective, MYP4- Year 9



### INQUIRY QUESTIONS

- What are human rights?
- What events led to the establishment of the Universal Declaration of Human Rights?
- How, and how effectively, have international human rights been protected?
- What are some of the human rights issues facing children?

Teachers and students use statements of inquiry to help them identify factual, conceptual, and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.



### CONCEPTUAL QUESTIONS

- How have human rights evolved since the initial declaration?
- Why did humanitarian interventions increase so markedly in the 1990s?

Conceptual questions widen the way in which the students address their learning. They help connect their investigation to the real world, also considering time, space and transferences between subjects.



### DEBATABLE QUESTIONS

- Is humanitarian intervention justified?
- Is it ever justified to restrict human rights?
- Are There Limits to Freedom of Speech?
- How Should Human Rights Violators Be Held Accountable?

Debatable questions trigger understanding of different perspectives and open conversation and reflection as a way of go deeper into the topic



### 4 ASSESSMENT CRITERIA

- Criterion A: Knowing and understanding
- Criterion B: Investigating
- Criterion C: Communicating
- Criterion D: Thinking critically

Grade range: 1-7

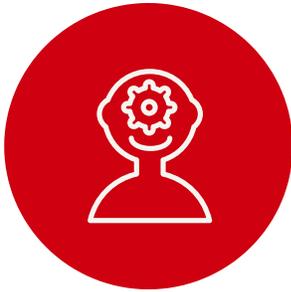
Assessment is never focused on a grade. Its goal is to help the student improve from a rounded approach

**SAMPLE**

## CONNECTING OUR STATEMENT OF INQUIRY TO OUR SCHOOL PROJECT

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How will we connect this statements of inquiry to the 3 pillars of our School Project: Exponentials, Factfulness, Change Makers



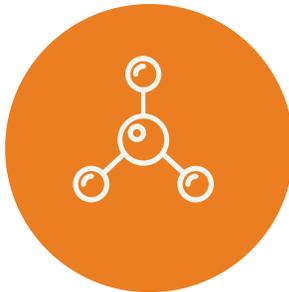
### **FACTFULNESS**

As teachers we always encourage students to follow a rigorous methodology based on facts and a critical approach, connecting it to the Factfulness pillar. Global Perspectives is always widening the angles from which we analyze our investigations and our understanding of the world. Human rights must be explored from a critical and open-minded perspective.



### **EXPONENTIALS**

"Human Rights" are affected by the exponential changes in science and technology that humanity has experienced through time and space. These breakthroughs open ethical debates and questions that the students will face during their inquiry.



### **CHANGE MAKING**

The students are invited to take part in the change and make a positive difference with their ideas and future careers. Reflective activities and debates are designed with this purpose in mind.

# GROUPS AND SUBJECT BRIEFS IN MIDDLE YEARS

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.



# SUBJECTS OVERVIEW

Students in Year 10 will attend the following classes:

## COMMON SUBJECTS

- **ENGLISH** a) Language and Literature b) Language Acquisition
- **SPANISH** a) Language and Literature b) Language Acquisition
- **CATALAN** Language acquisition
- **GLOBAL PERSPECTIVES**
- **ENVIRONMENTAL SCIENCES AND SOCIETIES**
- **DESIGN**
- **MATHS**
- **PHYSICAL AND HEALTH EDUCATION**

## ELECTIVES:

### Subject Choices

#### OPTION 1

Choose one of the following

- Biology
- French
- Business

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#### OPTION 2

Choose one of the following

- Physics and Chemistry
- French
- Cinema
- Business

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#### OPTION 3

Choose one of the following

- Visual Arts
- Philosophy
- Computer Science

In the following pages, you will find further details on how the content is structured, and which are the statements of inquiry that will be covered in each subject.

# LANGUAGE AND LITERATURE

Language is fundamental to learning, thinking, and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national, and global communities.

MYP Language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP Language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

## ASSESSMENT CRITERIA

### **Criterion A: Analysing**

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

### **Criterion B: Organizing**

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

### **Criterion C: Producing text**

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

### **Criterion D: Using language**

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

# ENGLISH LANGUAGE AND LITERATURE IN YEAR 10

## ENGLISH LANGUAGE AND LITERATURE

Teachers: Paul Allen, pallen@stpeters.es / Martyn Cooper, mcooper@stpeters.es /

The following are some units covered in Year 10:

### UNIT 1. Calling out injustice

SOI: "Drama and film allow audiences to gain a new perspective on global issues and themes such as responsibility and inequality through characterisation, style and structure."

Reading: *An Inspector Calls* by J.B. Priestley

Watching: *12 Angry Men* (film) directed by Sidney Lumet

### UNIT 2: Who's to blame? Inspecting dreams

SOI: "Authors' messages on human nature are revealed through interactions between individuals (friendship) and their surroundings as presented by the author's choice of character, structure and style. A reader can appreciate this and make connections between texts, thanks to contextual understanding."

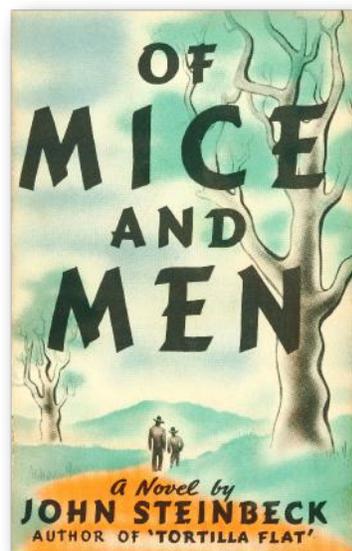
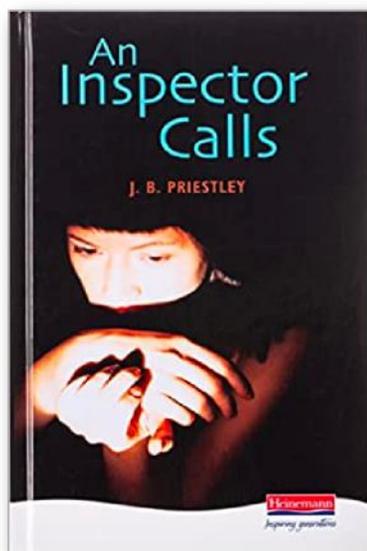
Reading: *Of Mice and Men*, by John Steinbeck.

Watching; *Mississippi Burning* (film), directed by Alan Parker.

### Unit 3. The Art of the Comic

SOI: "How do comic strip artists creatively use structure and style for the purpose of influencing audiences through their criticism of governments and power structures. "

Reading; A selection of non-literary and political comics/cartoons



# SPANISH LANGUAGE AND LITERATURE IN YEAR 10

Teachers: José Antonio Merín, [jamerin@stpeters.es](mailto:jamerin@stpeters.es) / Patricia Soria, [psoria@stpeters.es](mailto:psoria@stpeters.es) /  
Adquisición de lengua será impartida por Trini Martínez, [tmartinez@stpeters.es](mailto:tmartinez@stpeters.es)

En el primer semestre, aprenderemos a analizar diferentes anuncios de publicidad para entender el objetivo de este mundo y seguidamente, pasaremos a crear grandes anuncios originales e impactantes. En el segundo semestre afrontamos uno de los temas angulares de la cultura humana: la muerte. Se plantea desde un punto de vista multicultural, abarcando, incluso, hipótesis de cómo las nuevas tecnologías pueden afectar en el futuro a nuestra consideración de la vida y la muerte. Utilizaremos herramientas en diversos formatos: textos escritos, orales, películas, documentales, canciones... Por último terminamos el curso leyendo *La casa de Bernarda Alba*, lectura de IB en Español A, lo que sirve para introducir la forma de trabajar las obras que exige el Programa del Diploma.

## UNIDAD 1: Informa, persuade y recuerda: La publicidad

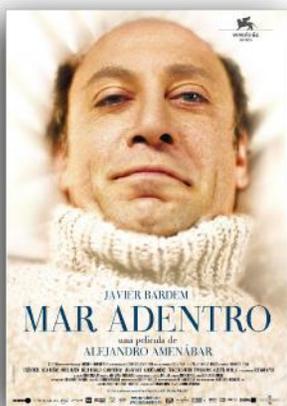
SOI: "Al conocer la creatividad existente en el género de la publicidad, nos permitirá trabajar el estilo y la expresión en cada uno de ellos para conocer los diferentes propósitos."

## UNIDAD 2. La muerte

SOI: "La muerte es uno de los temas universales más tratados a lo largo de las diferentes épocas literarias. A través del estudio de sus expresiones culturales, sociales, literarias y artísticas, podemos entender y conectar este tema desde diversos puntos de vista."

Lectura: *La casa de Bernarda Alba*, de Federico García Lorca. Selección de poemas que tratan el tema de la muerte.

Visionado de; *Mar Adentro*, de Alejandro Amenábar; *Black Mirror*, episodio "Be right", y fragmentos de videos donde se introducen diferentes perspectivas y acercamientos al tema de la muerte.



# INDIVIDUALS AND SOCIETIES

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

These courses help students appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

## ASSESSMENT CRITERIA

### Criterion A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

### Criterion B: Investigating

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.

### Criterion C: Communicating

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

### Criterion D: Thinking critically

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



# INDIVIDUALS AND SOCIETIES COURSES IN YEAR 10

## GLOBAL PERSPECTIVES

Teacher: Scott Santos, ssantos@stpeters.es

The subject "Global Perspectives" encourages learners to respect and understand the world around them. The focus lies on change and global interactions. This year we will be emphasizing on significant changes, conflicts and cooperations that affected systems, culture and development. The following are the Units of Inquiry covered in Year 10:

### UNIT 1. On conflict

SOI: "How does conflict affect systems of resources, economics, human capital and prosperity through countries forming alliances to protect their military, cultural and economic interests?"

### UNIT 2. On adaption

SOI: "How can individuals and societies adopt, adapt or resist significant ideas?"

### UNIT 3. On diplomacy

SOI: "How do personal, social, regional and societal perspectives create systems and effect interpersonal relations and there upon manifest in local and international circumstances and values."  
Project: CWMUN New York

## BUSINESS STARTUP III (Elective, Groups 1 and 2)

Teacher: Marius Tudor, mtudor@stpeters.es

Startup Ventures is a business startup program built around case studies, business simulation, and experiential learning exercises. The course opens with understanding the economic environment particularly the role of entrepreneurs in society. Students will then develop their own definition of entrepreneurship and come to understand how to predict an opportunity, the value creation process, and to successfully create value-based business ventures.

### UNIT 1: Startup Ecosystem - UNIT 2: Research & Product Development

SOI: Entrepreneurship is a mindset and process that creates and develops economic activity by blending risk-taking, creativity, and innovation. Entrepreneurs act as an engine for growth and innovation in today's complex and volatile economic environment.

### UNIT 3: Startup Venture Design - UNIT 4: Startup Finance - UNIT 5: Capstone Project

SOI: Entrepreneurship is a mindset and process that creates and develops economic activity by blending risk-taking, creativity, and innovation. Entrepreneurs act as an engine for growth and innovation in today's complex and volatile economic environment.

# INDIVIDUALS AND SOCIETIES COURSES IN YEAR 10

## FILOSOFÍA E INTELIGENCIA ARTIFICIAL (in Spanish)

Teacher: Josep Soler, jsoler@stpeters.es

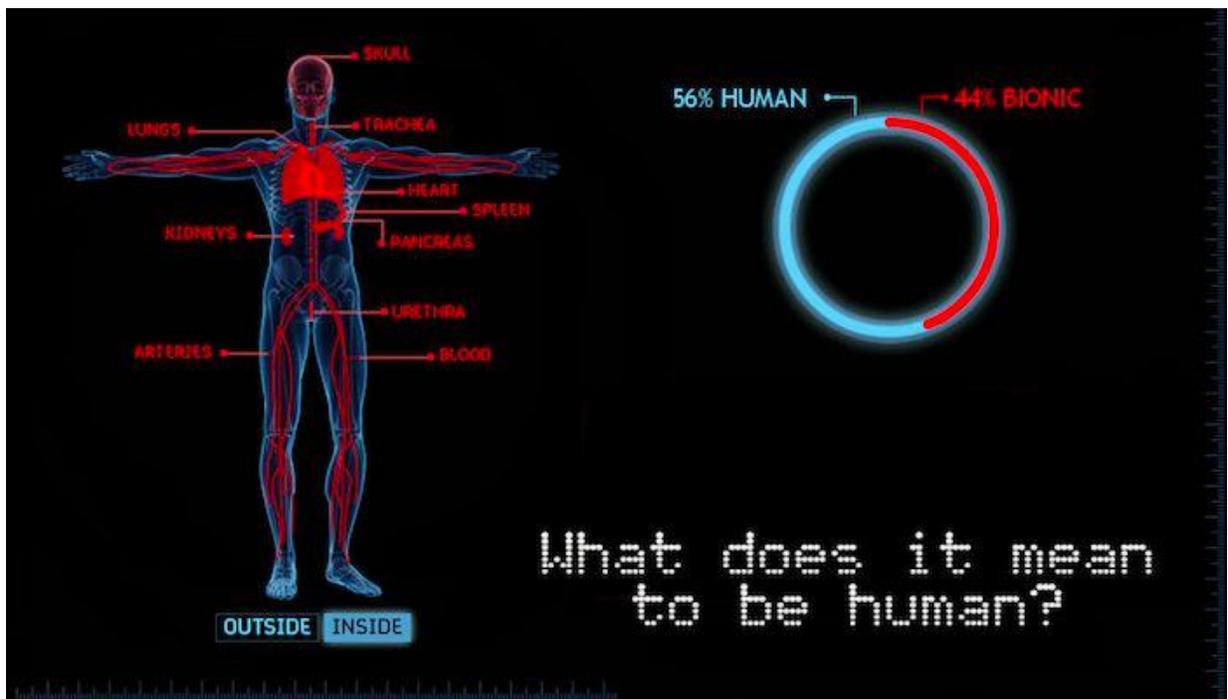
El curso seguirá una dinámica de clase seminario de libre debate a partir de la teoría planteada en clase sobre los grandes desafíos del mundo actual. Los alumnos preparan una exposición comentando algunos de los textos o reportajes. Se tratarán los siguientes temas: mente, neurociencia, conciencia, inteligencia/s, ética, política filosofía, posthumanismo.

### Unidad 1. La Inteligencia artificial y la apuesta posthumanista.

La superación de la condición humana. Diferencias entre hombre y máquina.

### Unidad 2. Explorando el yo. Cerebro y conciencia.

¿Como surge la identidad personal? ¿Está el yo en el cerebro?



# MATHEMATICS

The framework for MYP mathematics outlines four branches of mathematical study:

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

## ASSESSMENT CRITERIA

### **Criterion A: Knowing and understanding**

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

### **Criterion B: Investigating patterns**

Students work through investigations to become risk-takers, inquirers, and critical thinkers.

### **Criterion C: Communicating**

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

### **Criterion D: Applying mathematics in real-life contexts**

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

# MATHS COURSES IN YEAR 10

Teachers: Catherine Delaney , cdelaney@stpeters.es - Raul Plana, rplana@stpeters.es

Students continue to extend ideas from previous years to increasing complexity. In addition, Extension pupils that take the voluntary IGCSE extension sessions will also learn about matrices, vectors, transformations of functions or shapes, algebraic fractions, circle theorems, refresh simultaneous equations and the differentiation of basic polynomials.

## UNIT 1. Bounds, bearings, Constructions & Loci

SOI: "How can engineers build new metro lines deep underground to the right location? Use bearings and the bounds of measurements to orient in two dimensions. "

## Unit 2: Direct Proportion, Similarity & Congruence

SOI: "How do scientists model the world to justify real life relationships?"

## Unit 3: Volume and surface area

SOI: "Given that structures are often influenced by the responsible use of finite resources; why do elephants have big ears?"

## Unit 4: Number; Percentages, Decimals & Surds

SOI: "Exponential growth can have positive and negative effects on space and resources in the natural world."

## Unit 5: Grouping Types of Number: Sets and Venns

SOI: "Representing numbers in different forms helps us to calculate probabilities"

## Unit 6: Functions & Regions

SOI: "The algebraic form of functions relates to patterns in visual graphs."

## Unit 7: Quadratic Functions

SOI: "How can we model famous arches from around the world and apply this to solve real world problems."

# DESIGN

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work, and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

## ASSESSMENT CRITERIA

### **Criterion A: Inquiring and analysing**

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.

### **Criterion B: Developing ideas**

Students write a detailed specification, which drives the development of a solution. They present the solution.

### **Criterion C: Creating the solution**

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

### **Criterion 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

# DESIGN COURSES IN YEAR 10

## ROBOTICS

Teacher: Joan Mauri, [jmauri@stpeters.es](mailto:jmauri@stpeters.es)

When imagining a Space Programme, we think of Elon Musk from Space X and the Nasa team of astronauts or engineers. Last year we proved that we can also launch a Space Programme at St. Peter's School, with the collaboration of a group of motivated students in Year 10, 5 and 4; highly professional support from the company Ntt Data. The challenge consists of designing and launching a High Altitude Balloon, expected to fly for 90 minutes, travelling a distance of 100 km and reaching an altitude of 27 km, right into the stratosphere.

The team will need a wide knowledge of electronics that includes Raspberry Pi and Arduino. Additionally, they need knowledge on electronic hardware, cameras, radiofrequency and GPS (video, coordination and communication). Scientific experiments prepared by students in Primary will be included in the thermal box that would be attached to the balloon and to a parachute.

### UNIT: HAB Space Program

SOI: "The ingenuity of the complex systems shapes efficient functions while meeting resourceful designs."

To watch last year launch, click [here](#).

For further details, read this entry on our blog.



# THE ARTS

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey. Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic worldview. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: investigating; developing; creating/performing; evaluating. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

## ASSESSMENT CRITERIA

### Criterion A: Investigating

Students should be able to:

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. analyse an artwork or performance from the chosen movement or genre.

### Criterion B: Developing

students should be able to:

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

### Criterion C: Creating/Performing

Students should be able to create or perform an artwork.

### Criterion D: Evaluating

Students should be able to:

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

# ARTS IN YEAR 10

In the MYP Visual Arts, students develop through creating, performing and presenting art in way that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning. Students have opportunities to function as artists as well as learners of the arts.

## **VISUAL ARTS (ELECTIVE SUBJECT GROUP 3)**

Teacher: Hannah Love, hlove@stpeters.es

In Year 10 students will experiment with various different art mediums and techniques to find their own style. They will explore the world of political art, create stories and learn how to analyse and create visually effective images. They will also learn about important turning points that have changed the course in art history and debate what is art and what can be seen as art.

### **UNIT 1: Eyes on the technique**

SOI: "The experimentation with different mediums can lead to innovative styles."

### **UNIT 2: Stories that need telling**

SOI: "Throughout times art has had the potential for global influence and can be a vehicle for change."

### **UNIT 3: Turning Points of Art**

SOI: "Turning points and big history provoke change in style and/or representation"

## **VISUAL ARTS - CINE (En español, ELECTIVE GROUP 2)**

Profesor: José Antonio Merín, jamerin@stpeters.es

Con el auge del arte cinematográfico y los medios de comunicación audiovisuales, una comprensión de sus métodos para generar significados y emociones se hace imprescindible. En el proceso de alfabetización audiovisual pondremos a prueba la capacidad de percibir qué punto de vista aportan los diferentes estilos audiovisuales, así como el propósito de estos, y dotaremos de herramientas para producirlos a través del cine.

A Partir del enunciado de indagación "Las representaciones icónicas expresan un sentimiento recurrente a través del espacio y el tiempo.", se cubrirán los siguientes temas:

UNIDAD 1: EL PLANO

UNIDAD 2: EL MONTAJE

UNIDAD 3: SONIDO

UNIDAD 4: EL TIEMPO

UNIDAD 5: LA LUZ

UNIDAD 6: COLOR

UNIDAD 7: "NORMAS"



# PHYSICAL AND HEALTH EDUCATION

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

In Year 6, we will focus on knowing, developing and practising volleyball, handball, badminton and judo.

We also offer a wide range of after school activities for those students who are interested in extending their practise of sport, as well as getting started in other activities.

## ASSESSMENT CRITERIA

### Criterion A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

### Criterion B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

### Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

### Criterion D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others



# SCIENCES

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

## ASSESSMENT CRITERIA

### Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

### Criterion B: Inquiring and designing

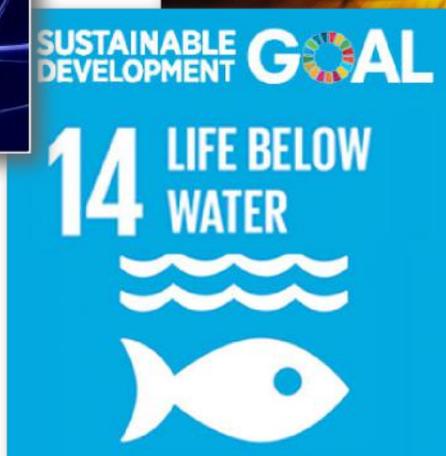
Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

### Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

### Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.



# SCIENCES

## ENVIRONMENTAL SYSTEMS AND SOCIETIES

Teacher: Tsoek Him, thim@stpeters.es

UN Sustainable Goals, Understanding of the Hydro, litho and atmosphere. Reflecting on human impacts on the environment and Natural ecosystems. To relate the changes to impacts caused by humans and how interrelated our planet is. Using Case studies to understand real life impacts. The following are the units covered in Year 10. .

### UNIT 1. Sustainability

SOI: "Planet Earth is a system which depends on inputs and outputs, our interactions with the system determines these inputs and outputs and the resulting consequences. To achieve global fairness and development, we must strive for sustainable activities that ensure the Planet system continues to exist."

### UNIT 2. Our Changing Climate

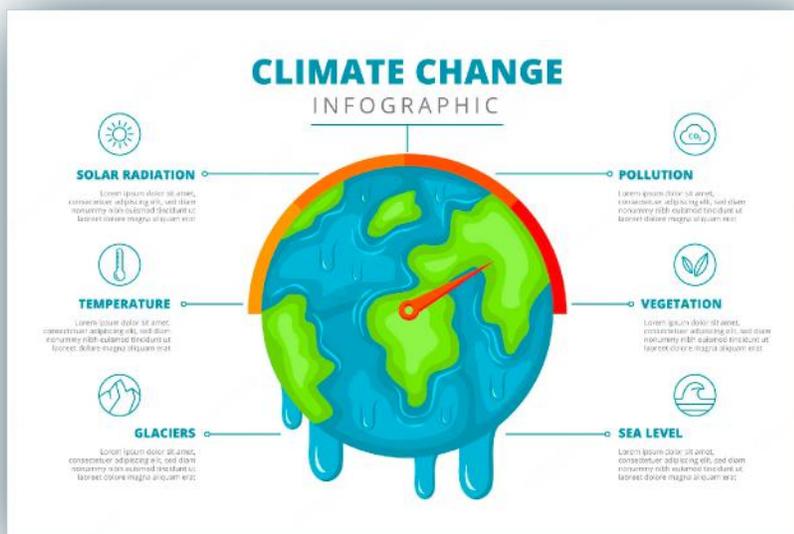
SOI: "Our climate is influenced by atmospheric and oceanic circulatory systems interacting at a global level which may have consequences for societies and economies maintaining a sustainable state."

### UNIT 3. Managing our Waste

SOI: "The waste crisis on the planet is urgent, change is required now to move away from a 'throw away' society, by transforming our waste into useful forms that can serve the same or different functions ensuring sustainability in the future."

### UNIT 4. Sustaining the Oceans

SOI: "Our relationship with the ocean can be seen as a positive and negative interaction that needs a balance by changing behaviours and employing technology and global collaboration that strives for sustainable ocean."



# SCIENCES

## **BIOLOGY (ELECTIVE GROUP 1)**

Teacher: Patricia Maragos, pmaragos@stpeters.es

The following are the units covered in Year 10.

### **UNIT 1. Genetics**

SOI: "Living systems store, retrieve, transmit and respond to information essential to life processes."

### **UNIT 2. Evolution**

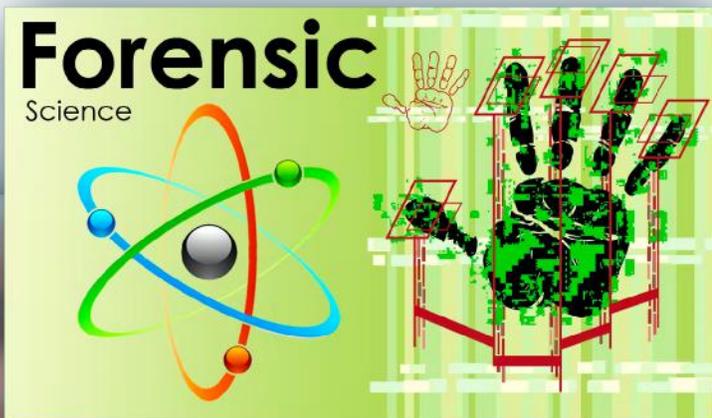
SOI: "The process of evolution drives the diversity and unity of life as species and their environment change through time and space as scientific evidence suggests."

### **UNIT 3. Forensic Science**

SOI: "Forensic scientists use models and patterns in various scientific fields to identify clues in crime scene investigations."

### **UNIT 4. Medication, Bioengineering, Artificial Intelligence**

Scientific and technical innovation in bioengineering and artificial intelligence is allowing for a more personalized approach to treating patients. The consequences seem promising.





# LANGUAGE ACQUISITION

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- is central to developing critical thinking and international-mindedness
- provides an intellectual framework to support personal
- development, cultural identity and conceptual understanding
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

The Language acquisition courses are splitted into four different phases to offer the students the appropriate level for their learning. As a plurilingual school, the students learn the following languages: **English, Spanish, Catalan and French**. We also offer Chinese as an after school activity. **FRENCH** is offered as an ELECTIVE SUBJECT (Group 1 and 2)

## ASSESSMENT CRITERIA

**Criterion A: Listening**

**Criterion B: Reading**

**Criterion C: Speaking**

**Criterion D: Writing**

The teacher for the Spanish Language Acquisition in Year 10 will be Srta. Trini Martínez, [tmartinez@stpeters.es](mailto:tmartinez@stpeters.es)

The teacher for the English Language Acquisition in Year 10 will Ms. Janet [jchandler@stpeters.es](mailto:jchandler@stpeters.es)

In Catalan, Sr. Soler ([jsoler@stpeters.es](mailto:jsoler@stpeters.es)), Srta. Llorca ([nllorcap@stpeters.es](mailto:nllorcap@stpeters.es)), and Srta. Ricart ([rricart@stpeters.es](mailto:rricart@stpeters.es)) will be teaching Language acquisition.

In French, Mme Laurance ([lramage@stpeters.es](mailto:lramage@stpeters.es)) will be teaching Language Acquisition.

# PERSONAL PROJECT

Coordinator: Marius Tudor, [mtudor@stpeters.es](mailto:mtudor@stpeters.es)

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

Our Personal Project coordinator, Scott Santos, will guide our students during the whole year. Each of them will also have a tutor (one of the MPY teachers) who will be mentoring and helping organise their ideas, research and product their project.

## Elements of the personal project

The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration. Students complete three elements:

- **product or outcome**—evidence of tangible or intangible results: what the student was aiming to achieve or create
- **process journal**—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports
- **report**—an account of the project and its impact, to a structure that follows the assessment criteria. The report includes a bibliography and evidence from the process journal that documents students' development and achievements.

## Some examples

- Creating a video game
- Producing a brochure outlining steps to finding birth parents
- Running a fundraising event for a charity
- Creating a short film
- A lab report
- Research family ancestry



# CAREER ADVISING

The Career advising team at St Peter's School works closely with each of our students and their families. During their Diploma Program years, it is an exciting and rewarding experience to see how hard they work and how successful they are at the end of the journey. All our students are accepted at the universities of their choice.

In order for the last part of the journey to be successful, our advising team starts working with students during our Middle Years Program, offering advising sessions, workshops, and coaching to accompany them in their journey to career-choosing and university application. Curriculum advising is also a core part of the program, as students need to identify their fields of interest and their future curricular options. The [Unifrog](#) app is available for students to delve deeper into each of their interests and during university hunting.

We also provide university information sessions where students interact with national and international university representatives and gain knowledge about the range of different undergraduate programs available. Individual or small meetings with families are also incorporated in the program as an opportunity to offer individualised guidance and support.



# ASSESSMENT IN MIDDLE YEARS

## FORMATIVE ASSESSMENT VERSUS SUMMATIVE ASSESSMENT

In our school project, **Assessment is an aid for learning, not a measuring tool.**

In Middle Years, we differentiate **Formative Assessment** from **Summative Assessment**. Here are some key differences.

You will notice that each subject have 4 Assessment criteria that are link to the learning objectives. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

The final grade will be infered from these criteria, being ranged 1-7, following the official grade boundaries provided by the IB.

Formative assessments occur during a learning activity	Summative assessments occur at the end of a learning activity
Aim to monitor student learning	Aim to evaluate student learning
Provide students with feedback	Yield a specific score or result
May occur several times during a course unit	May occur few times over the course of the academic year
Can use a wide range of question formats	Can only use a limited number of question formats



# INTERDISCIPLINARY UNITS

In the Middle Years Programme (MYP), interdisciplinary learning supports students to understand bodies of knowledge from two or more disciplines or subject groups, in order to integrate them and create new understanding.

Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

Here are examples of Interdisciplinary inquiries:

Year	Unit	Subjects involved	Statement of inquiry
Year 6	ARTIFICIAL INTELLIGENCE	All subjects	Artificial intelligence (AI) is changing the world as we know it. AI implies a revolution in science, culture, the arts, communication, sports or geopolitics. AI is conditioning the life systems of human beings and probably is changing their own nature as well as access to knowledge of the world.
Year 7	ART AND CULTURE	French . Visual Arts	Each culture has its own artistic expression and representation.
Year 8	DESIGN THINKING CHALLENGE Students will design a solution for a complex problem using Design Thinking	Design - Startup Ventures	Human-centred design inspires creative multidisciplinary teamwork that delivers learning in action. How might we create innovative models and examine complex problems by leveraging empathy? What is the impact on technology, business, and human experience when design thinking is practiced?
Year 9	SMART CITIES Students will be able to understand the concept of a smart city from the scientific, technical and social perspective cities and groups of resources, people, and buildings	Global Perspectives - Science	In order to meet the growing demands for food, energy and housing, all aspects of societies will need to use new technologies to minimize their environmental impact and social inequalities.
Year 10	CIRCULAR ECONOMY Students will be faced with a challenge of designing a circular economy product form the science and business management perspectives	ESS and Business Management	The creation of an environmentally friendly circular system contributes to building a sustainable and regenerative global future

# LEARNER PROFILE



## Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate and listen to the perspectives of others.



## Inquirers

We nurture our curiosity. We know how to learn independently and with others. We learn with enthusiasm.



## Open-minded

We critically appreciate our own culture and personal histories, as well as the values and traditions of others. We are willing to grow from experience.



## Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We take initiative to make reasoned, ethical decisions.



## Caring

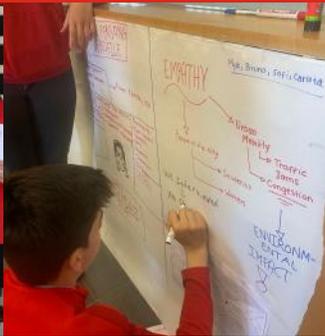
We show empathy, compassion and respect. We act to make a positive difference in the lives of others and in the world around us.



## Balanced

We balance different aspects of our lives - intellectual, physical and emotional - to achieve wellbeing.





## Principled

We act with integrity, fairness and honesty. We take responsibility for our actions and their consequences.



## Risk takers

We respond to uncertainty with determination. We explore new ideas and innovative strategies. We are resourceful and resilient in the face of change.



## Knowledgeable

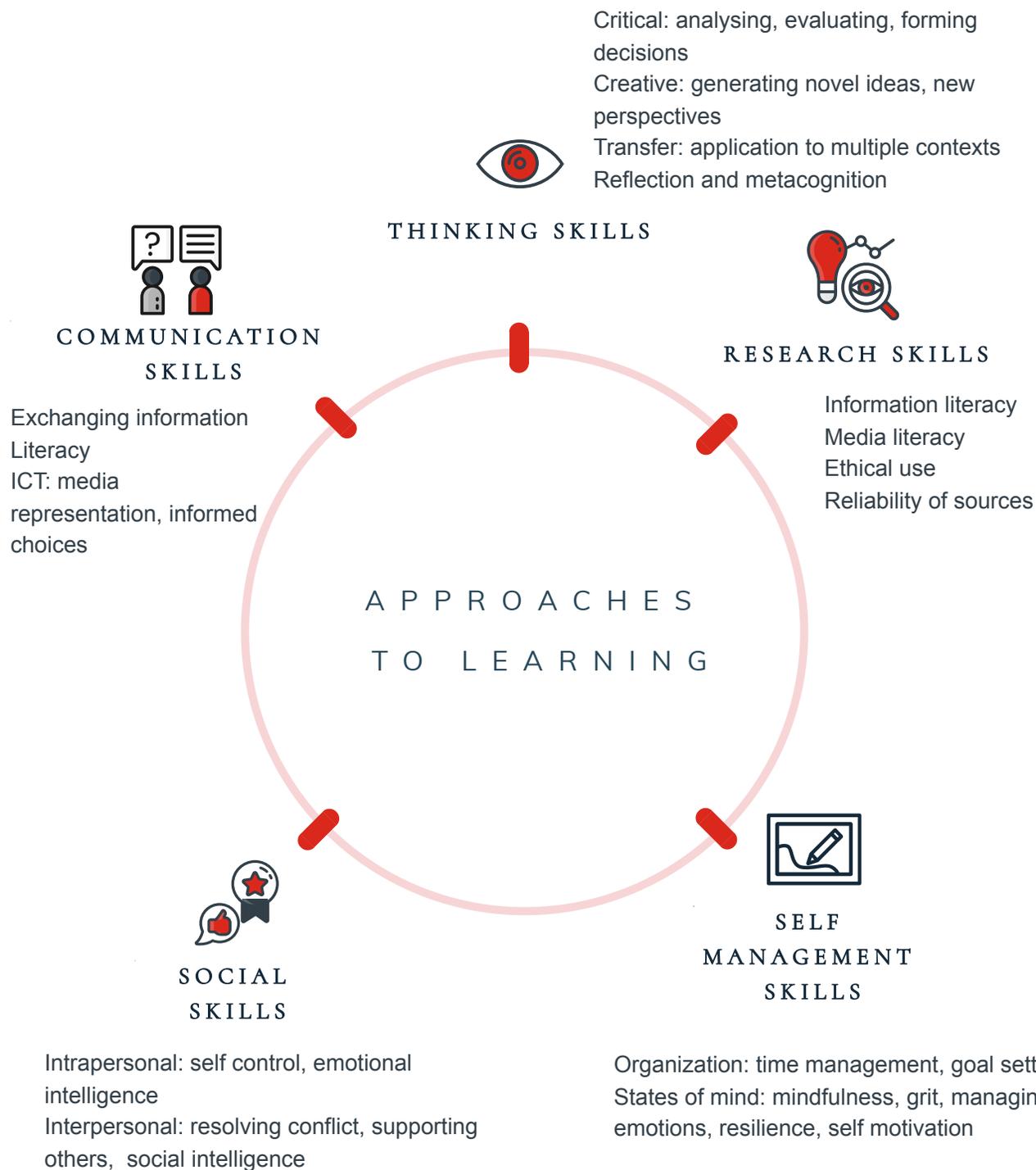
We develop and use broad understanding. We use knowledge across a range of domains. We engage with local and global issues.



## Reflective

We pause to think about the world, our own ideas, and experiences. We work to understand our strengths and weaknesses to develop ourselves.

# APPROACHES TO LEARNING



**These skills are grounded in the belief that learning how to learn is fundamental to a child's education. These skills aim to support your child to become a self-regulated learner who knows how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.**

# LINGUISTIC POLICY

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St Peter's is a very complex linguistic environment. At the last count, our students spoke at least 25 different languages and our teachers at least 12. And while that has its own challenges, it also provides us with a wealth of learning opportunities.

Over the years we have had the chance to observe how our students use their linguistic competences from a very early age, showing us how at ease they are as plurilingual speakers.

Being plurilingual doesn't simply mean that they speak more than one language. It is much more than that. It means that they have many languages in their heads which they use as a combined competence. At any given time, one or other language may be more or less dominant, depending upon who we are with, where we are living and what we need to do. It refers to the fact that an individual can draw upon all of their languages to communicate effectively and this may mean switching competently and effectively from one to another if the situation requires it.

Through their daily classes, students will encounter English, Spanish, Catalan and French as they progress through the Foundation and Primary Years amongst the countless languages and cultures they will meet through their peers each and every day.

For us it is important that the students are encouraged to take a risk with their language learning and to ensure that they are supported appropriately to build their understanding. We have developed a dedicated Language Support Programme that spans across all the languages delivered at St Peter's and ensures students can work at a pace and a level that is catered to their needs.



**Jane Mitchell**  
Head of Languages  
[janemitchell@stpeters.es](mailto:janemitchell@stpeters.es)

# School Policies

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St PETER'S SCHOOL has a wide range of policies to ensure consistent, clear standards and practices as well as a safe and effective running of the school. We are committed to ensuring our students' safety as well as their physical and emotional wellbeing. We also believe that parents need to be confident that the school provides a safe and secure environment for their children. Additionally, the staff should feel that a school is a safe place in which to work.

You can check our School Policies on our website:

- Academic Integrity Policy
  - Admissions Policy
  - Assessment Policy
  - Inclusion Policy
  - Language Policy
- Safe and Supportive Environment Policy

Protecting our students from any kind of abuse is one of the priorities of **St PETER'S SCHOOL**. Our aim is for everyone in our school to feel happy, safe, and welcomed. We have a zero-tolerance policy for any form of bullying and therefore the whole school community abides by the school's anti-bullying policy.

If any member of the school (pupil, teacher, family member, or non-teaching staff) suspects there may be a case of bullying, they can report it immediately using the following anonymous form. Please refer to the Safe and Supportive Policy, where you will find a detailed anti-bullying protocol.

All reported cases will be investigated carefully and confidentially.

# AFTERSCHOOL ACTIVITIES

These activities take place from 16:00 to 17:00. If you would like to sign your child up for our Afterschool Activities, please [click here](#).



## Y6 to Y12

### LANGUAGE HUB

CHINESE

### SPORTS HUB

BASKET

FOOTBALL

VOLLEY

SELF  
DEFENSE

TRAIL  
RUNNING

YOGA

### THINKERS HUB

DESIGNING  
VIDEOGAMES



BOARD  
GAMES CLUB



INTRO TO  
FILMMAKING



YOUTUBE  
CREATORS

CHESS  
CLUB

### CREATIVE HUB

INSTRUMENTS CLASSES

Any doubt? Please contact our After-school Activities Coordinator



Verónica Guerra  
afterschool@stpeters.es

# ONLINE TOOLS

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At St. Peter's we regularly use the following classroom management technology tools to record your child's progress, propose fun activities for learning at home, carry out virtual classes (if needed) and include you in our international learning community. For any direct communication with your child's teacher, you can speak to them daily at the gate during drop off and pick up, e-mail or call the school.



Google Classroom

**SIGN UP TO "GOOGLE CLASSROOM"**



**Classlist**

**JOIN "CLASSLIST" PARENT SOCIAL NETWORK**

If you have trouble joining or using any of these apps, please let your teacher know to receive individual assistance.

# Classlist Quick Start Guide

Classlist is the parent app that brings you into the heart of your school community.

Here are 9 things you can do on the Classlist app to get you started!

1

Write a **post** to ask the parents in your child's class a question, share information or start a conversation

2

Your Home Page shows all your **groups** for easy access. You'll see relevant posts for you in your **Activity Feed**: from your class, your year group, special interest groups you've joined or whole school announcements

3

See what school, PTA and social **Events** are coming up for you and your child. Arrange **parties**, buy tickets, volunteer to help

4

View up-to-date class lists & **contact details** here. See who's who in your child's class. Put a face to a name! See who lives near you on the **Parent Map**. Find a lift or car-share



5

See your a list of all your **notifications** here

6

Find items for sale, wanted items and Lost & Found in the **Marketplace**

7

View and update your details in your **Profile**. Add or change your photo, edit your child's details & add family contacts. Adjust your privacy. Select app & email notification **settings**

8

Here's your **Create** shortcut menu. Post to your class group, organise a meet-up, set up a new interest group, message a parent or sell outgrown items

9

Send a direct **message** to other parents to make friends & arrangements

Reps & Admins: click **Switch to Admin** here to go to your Admin screens: Create an **Announcement** to send a message of any length. Post to multiple groups. Manage members. Admins should create events here to benefit from extra **Event** features

#### Is Classlist moderated?

Yes! This keeps our community friendly, welcoming and useful.

#### How much information do I need to share?

You're in control! You decide how much information to share and what notifications you want.

#### Is Classlist safe?

Yes! It's fully GDPR-compliant, private and secure.



**Classlist**

Smarter together.



www.classlist.com

# COMMUNITY ENGAGEMENT

At St. Peter's we have defined our learning community as students, teachers, pedagogical leadership team, mentors, domain experts, families and carers.

Our learning community involvement encompasses six areas:



## Parenting

We want to inspire and empower parents and carers to provide healthy home environments, in which children can continue to thrive outside of school. We offer parents workshops and webinars throughout the year on topics such as early literacy, inquiry skills, positive behaviour guidance. When needed, our Support Centre can help families find specialist support and assistance.

## After School

Our After School activities is a relaxed community hub where your children can spend time with their friends playing, doing homework, practising sport, learning languages and music. At the same time parents can attend Spanish beginner lessons.



## Relocating

Have you just moved to Barcelona? We understand that in addition to choosing our school, your family might need support in getting to know your new city/country. Our Director of Admissions can recommend Relocation and Real Estate Agents to help with any formal arrangements related to your move.

## Social events

Starting with the Welcome Day on the 2nd September, we invite families to join our social and cultural events. These gatherings will take place in and outside of school and will include options to socialise with or without your children. We are planning beach days, picnics, city tours and gala parties.



## Volunteering

We invite parents and carers into our classrooms to enrich our units of inquiry. Parents can arrange with the teacher to hold a presentation about a topic of interest or an area of expertise. You can join us for afternoon story time or participate in other special projects such as International Day.

## Class Hosts

New to our School Community? No problem! Our Class Host will help your family settle into the new school routines, help you connect with other families from similar language backgrounds and suggest the first playdates or informal weekend meet ups.

# YEAR 10 TEACHERS



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DP Coordinator  
xsalvado@stpeters.es



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# YEAR 10 TEACHERS



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