

MYP... Humanities

MYP Humanities encourages students to respect and understand the world around them through the study of individuals, societies and environments from different points of view: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. At IST, students follow an integrated Humanities course with elements of History, Geography, Psychology and Economics. Through their studies in Humanities, students gain a sense of personal identity and an international perspective as they develop an enquiring mind and learn to:

- ◆ communicate and analyse historical and geographical information
- ◆ respect and understand others' perspectives, values and attitudes
- ◆ appreciate people, cultures and events in a variety of places at different times
- ◆ understand the interdependence of individuals, societies, and their environments and how environments change through physical or human action
- ◆ become aware of how local changes may affect human lives globally
- ◆ consider a range of points of view, detect bias and think critically
- ◆ develop a sense of internationalism and a desire to be proactive as a responsible global citizen

Within the aims and objectives of the humanities course, there are concepts that students must address and skills that must be developed over the five years of the MYP. Concepts include:

- ◆ time
- ◆ place and space
- ◆ change
- ◆ systems
- ◆ global awareness

Students also develop technical, analytical, problem-solving and investigative skills.

Assessment in Humanities may take the form of written tests and quizzes, reports that provide evidence of investigation, research and analysis, projects, posters, and oral presentations.

There are four *assessment criteria*

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| Knowledge: This criterion assesses students' knowledge of facts, use of terminology and understanding of processes, events, issues and relationships. (maximum 10) |
| Concepts: Students are assessed on their understanding and application of the key concepts in Humanities. (maximum 10) |
| Skills: Students' ability to assemble and organize information, evaluate historical sources and evidence, conduct field work, analyze data and carry out as well as research are assessed. (maximum 10) |
| Organization and Presentation: This criterion usually applies to extended pieces of work such as fieldwork, research papers or projects using a variety of media and technology. It assesses structure, clarity of expression and documentation and the use of sketch maps, charts and diagrams. (maximum 8) |

For example, Grade 10 Humanities students have recently submitted an extended piece of writing based on their research of the problems that have faced two African countries since independence. The students are being assessed on their **knowledge**; their ability to construct an argument by using descriptions, explanations and terminology associated with problems facing their two African countries (for example; internal conflict, dependence on cash crops, independence, corruption, colonisation etc). All points they make should be supported by relevant facts and examples. The assignment is also being assessed on the students' understanding and application of the **concept of time**; specifically students should recognise and explain the similarities and differences that exist between people, places and events through time explicitly focusing on their two countries. They should also demonstrate an awareness of their countries' chronologies, connecting time and special events to situations experienced by people and place. Finally the assignment is being assessed under the criterion of **organisation and presentation**; specifically looking at how the student has structured the essay, their use of in-text citations and the relevance of the information that they have presented.

The course is designed to lead students from an understanding of their immediate natural and social environment to an appreciation of local, regional, national and global aspects. The course is also concept-based, that is, great importance is given to students developing the skills to investigate, analyse and understand connections and patterns in the interrelated nature of world events and human activity. Students learn problem solving and decision making skills rather than learning facts in relative isolation. This is in keeping with the MYP educational philosophy of giving students a global education and, in view of the complexity of world issues, a holistic view of knowledge.