

PARENT INFORMATION BOOKLET

2017/18 Academic Year



MND 6th Form

Nurturing Future Leaders

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PRINCIPAL'S WELCOME

The Multinational School Riyadh aims to offer its students in Y11 and Y12 an educational experience that will equip them with all the lifelong learning skills they would need to become successful citizens in the 21st Century. Entering the Sixth Form brings with it many different opportunities and challenges. The courses on offer will help our students prepare for the next level of their education; whether that is for employment, returning to a college in their home country or university.



Every year, as a school we help more students start the next stage of their education; 100% of our Sixth Form students went to university in 2016; every one of them gaining their first or second choice placement.

We hope that students will make the most of the opportunities on offer. In the Sixth Form, they will further develop their independent study and key skills that will enable them to become lifelong learners. We have a proven track record of supporting students to help them fulfill their potential. As the oldest students in the school, they have a key role to play in maintaining our school ethos and reputation. They are an example for the rest of the school to follow. We expect them to contribute to the everyday life of our school. This might include break/lunch duty, being a mentor to a younger student and supporting a tutor group. Sixth Form students have always made a key contribution to our charity events.

Students in the Sixth Form must have a responsible attitude towards their studies as they are making a commitment to further their education with the objective of gaining a place at university. They will need to balance their work demands with their personal life, but they will be supported to ensure they reach their full potential. We have high expectations of our Sixth Form students to develop their academic and personal strengths to help them succeed in the future.

PETER HERON

HIGH SCHOOL PRINCIPAL

SUBJECTS TAUGHT



There are seven compulsory core subjects (English, Mathematics, Science, Humanities, PE, Life Skills, Kingdom Arabic/Islamic Culture, and two optional subjects, namely Business, Food Tech, Psychology, Music, Art and Computing).

Option A	Food Tech (to be confirmed)	Music
Option B	Business	Art
Option C	Psychology	Computing

ASSESSMENTS

This will include formative and summative assessments (40% formative and 60% summative). The focus will be on coursework and project based assessments. The examinations will contribute 30% towards the student's reported final mark.

MODE OF DELIVERY

There will be face to face delivery at school for all time-tabled classes. Students will be expected to do independent research and home based projects by themselves.

COURSE DURATION

The course will be delivered over 2 years, at the end of which successful students will be awarded the Multinational High School Diploma.

ARTS AWARD

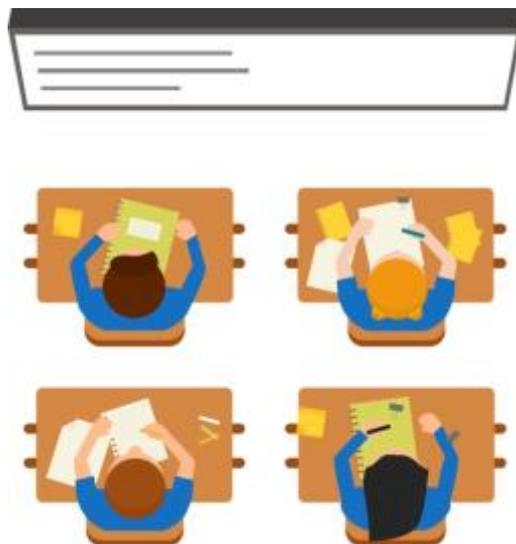
The course aims to inspire young people to grow their arts and leadership talents. The qualifications support students to grow as artists, inspiring them to connect with and take part in the wider arts world through setting personal challenges in an art form of their choice – from fashion to film making, pottery to poetry. It offers a flexible framework that can work with any arts, cultural or media activity. It embraces all interests and abilities.

BUSINESS MANAGEMENT

The Business Management course is designed to develop students' knowledge and understanding of business management theories, and develop their ability to apply a range of tools and techniques for problem solving. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

COMPUTING

The Computer Literacy and Information Technology (CLAiT) course is an internationally recognized qualification. It is available at three levels: New, Plus and Advanced. The course covers word processing, spreadsheets and databases. You can choose to take units individually, combine units to work towards a qualification, or do a combination of units to suit your needs.



ENGLISH LANGUAGE

The main emphasis of the English course is on the acquisition and use of language in a range of contexts and for different purposes. The course is intended for students who have had some previous experience of learning English at the IGCSE/Year 10 level. The students will progress from an elementary or intermediate standard to a more advanced level in all four skills: reading comprehension, written and oral communication, and listening. A wide variety of texts (written, spoken, literary and non-literary) are studied and exploited to develop the four skills. They are also expected to be able to reflect on and discuss world issues, and are required to express and justify their opinions both orally and in writing. Grammar is reviewed and developed continually.

During the two year course, students will have a full coverage of the IB English B syllabus for Standard Level and Higher Level. In the first year, students are required to achieve the Standard Level IB requirements and will be exposed to a classic novel to enhance their literature knowledge.

In the final year, students need to meet the Higher Level IB requirements and should be capable of adapting the style of the extended essay in writing to gain a deeper understanding of topics related to the English language. In the final year of this course, students are required to complete a research paper that will contribute 30% of their semester two grade.

HUMANITIES

This subject encompasses 3 strands: History, Geography and Economics.

- The History course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.
- The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements.

- Geography integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

INTEGRATED SCIENCE

In our daily lives and in society at large, many of our decisions require the knowledge of science. This knowledge is necessary for dealing satisfactorily with many of the situations that confront us daily in our home, at the workplace and in the wider environment. Science should, therefore, be an important part of our general education. The Integrated Science syllabus attempts to meet this need. This subject encompasses the strands of Physics, Chemistry and Biology. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

- Physics: The course combines a thorough grounding in traditional Physics with an introduction to exciting and relevant modern topics such as Quantum physics, Digital technology and Climate Physics.
- Chemistry: The course offers the opportunity to combine academic study with the acquisition of practical and manipulative skills. Considerable emphasis is placed on learning through practical work in the laboratories, and on the use of information and communication technology.
- Biology: The course focuses on Molecular Biology and the effects of application of Biology on society and individuals.

MATHEMATICS

The aim of this course is to enable students to: Develop mathematical knowledge, concepts and principles; Develop logical, critical and creative thinking; Employ and refine their powers of abstraction and generalization. This course caters to students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage appreciation of mathematics. Students embarking on this course need to be equipped with fundamental skills and knowledge of basic processes. The majority of students taking this course will be able to apply the mathematics learned to a variety of fields such as business administration, humanities and biology. Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

PSYCHOLOGY

The psychology course is designed to allow for in-depth analysis, evaluation and consolidation of learning. The overall aim of the course is to give students a deeper understanding of the nature and scope of psychology. The course will be delivered keeping in mind students' interests and the school's resources.



Expectations

Sixth Form students are expected to follow the School's policy for Sixth Form study and the School's Code of Conduct. They are role models to the whole school community and we expect them to act as positive role models in all aspects including dress, attendance and punctuality. There is a clear link between attendance and performance in the sixth form. Research suggests that attendance of less than 92% in an academic year will lower attainment by up to one grade.

Our teachers expect to be able to treat '6th formers' as young adults, not schoolchildren and it is important that they begin the transition in attitudes necessary to be successful at tertiary study or employment.

Progression to University

Students at MNS-R are fully supported by the High School Coordinators, their homeroom tutor and teachers throughout their application to university. The majority of our students go on to attend universities in the UK and USA, although we have also supported applications to Canada, Australia, UAE, Lebanon and South Africa.

We have MNS-R Sixth Form graduates studying at many of the top universities in the world:

UNITED KINGDOM

- University of Surrey
- University of Cardiff
- University of Swansea
- University of Kingston
- Imperial College, London
- University of Kent

CANADA

- University of Regina
- Algoquin College
- University of Saskatchewan
- Central College of Saskatchewan

USA

- University of California (Berkeley)
- Berkeley City College
- Santa Monica College
- University of Pennsylvania
- Purdue University
- Meredith College
- Trident Technical College

AUSTRALIA

- University of Melbourne
- National University of Australia
- Queensland University of Technology
- University of Sydney

OTHERS

- Medical Schools in Russia, Kuwait, Beirut, India and Poland
- University of Dubai, UAE
- Sabis Charter International School, UAE
- American University of Sharjah, UAE
- Notre Dame University, Lebanon
- Lebanese American School, Lebanon
- American School of Science and Technology, Lebanon
- Haigazian University, Lebanon
- Temple University of Japan, Japan
- University of Cairo, Egypt
- University of Santo Tomas, Philippines
- University of Chester, Philippines
- University of Sweden, Sweden
- Kanda University of Foreign Language, Thailand
- American College of Greece, Greece
- Varsity College of Rondebosch, South Africa
- University of Stellenbosch, South Africa

Tutor Groups

Students are placed into a homeroom group with a tutor who will monitor their progress. Tutor groups meet every morning for registration and once a week for Key Skills. During these sessions students will receive advice and guidance on a wide range of issues to help with their Sixth Form demands and to help prepare them for their future.

Key Skills

The Sixth Form Key Skills programme has been focusing on independent and lifelong study skills, as well as preparing students for life beyond school. Careers talks and guidance delivered by the Sixth Form tutors provide a valuable and interesting programme for students in their final two years. Students will also have the opportunity to contribute to the wider school community through extracurricular activities, sport, Student Council and Community Leadership Service. The purpose of these activities is to develop communication and leadership skills, improve self-confidence, encourage participation and prepare students for adult life.

University entrance is competitive and to make applications more 'marketable' it is important to have a balanced resume. So, whatever a student studies, participation in co-curricular and leadership opportunities is important. It will give a university registrar a better idea of what an applicant is like as a person and an interviewer something to focus on.



GL Tests:

In 2017 -18, the Multinational School will be introducing GL tests for its students. The GL tests are formative assessments which aim to support schools in achieving better outcomes for every pupil.

Students in Year 11 will take the CAT4 assessment. *The Cognitive Abilities Test: Fourth Edition (CAT4)* provides a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material and regardless of previous achievements or first language. The results of the test will provide teachers with invaluable insight into students' ability to reason across four distinct batteries: verbal, non-verbal, mathematical and spatial. This will also allow teachers to address patterns and adapt teaching methods to suit individual (or group) needs, ensuring feedback is appropriate and targets are achievable.



MISSION

Nurturing Future Leaders

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