Kabojja International School
KAMPALA - UGANDA

International Baccalaureate

A Guide for

PROSPECTIVE PARENTS

Understanding the International Baccalaureate Continuum



EYP • PYP • MYP • DP

AGES 3 TO 19

An IB World School

A Message to Our Families

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Dear Prospective Parents,

Choosing a school and an educational philosophy for your child is one of the most important decisions a family can make. We are delighted that you are considering the International Baccalaureate (IB) continuum of programmes for your son or daughter, and we have prepared this booklet to help you understand exactly what that choice means- from your child's very first days in an Early Years classroom through to the final examinations of the Diploma Programme.

The IB is not simply a curriculum. It is a coherent philosophy of education that follows a child for up to sixteen years, building steadily on the skills, knowledge, and dispositions they develop at every stage. What begins as curiosity-driven play in the Early Years grows into structured inquiry in the Primary Years Programme, disciplined conceptual thinking in the Middle Years Programme, and finally the rigorous, internationally recognised academic and personal challenge of the Diploma Programme.

Throughout this journey, our aim is consistent: to help your child become an inquiring, knowledgeable, and caring young person who is prepared to thrive at university, in their career, and as a citizen of an interconnected world. We do this not despite academic rigour but because of it — the IB is renowned precisely because it combines high standards with a broad, humane vision of what education is for.

In the pages that follow, you will find a clear explanation of each programme, what a typical week looks like for your child at each age and stage, how we assess and report on progress, and the questions parents ask us most often. We encourage you to read this booklet alongside a visit to our campus, where you can see these ideas brought to life in our classrooms.

Thank you for the trust you are placing in us by considering our school. We look forward to partnering with you in your child's education.

Warm regards.

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What is the International Baccalaureate?

The International Baccalaureate (IB) is a non-profit educational foundation, founded in Geneva, Switzerland in 1968, that offers four internationally recognised programmes of education to more than five million students in over 150 countries. Its founding mission was simple but ambitious: to develop young people who help create a better and more peaceful world through intercultural understanding and respect.

Unlike a national curriculum built primarily around content coverage, the IB is built around a coherent set of educational principles that run through every programme: inquiry-based learning, conceptual understanding, an emphasis on international-mindedness, and a deliberate focus on the whole child- intellectually, socially, physically, emotionally, and ethically.

> The IB aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
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> **IB Mission Statement**

The Four Programmes at a Glance

The IB continuum consists of four programmes designed to work together, though each can also stand alone. Together they span the whole of a child's schooling from the earliest years through to university entrance.

Programme	Typical Ages	Focus
PYP — Early Years	3–5	Play-based inquiry; foundational language, social and motor skills
PYP	6–11	Transdisciplinary inquiry across six global themes
MYP	11–16	Concept-based learning across eight subject groups; real-world context
DP	16–19	Rigorous, examined pre-university curriculum with a distinctive core

Why Families Choose the IB

Parents new to the IB often ask what makes it different from other curricula, and why so many schools around the world have adopted it. A few themes come up again and again in conversations with our families:

- Consistency across a move: because the IB is delivered consistently by thousands of schools worldwide, an IB education travels well with internationally mobile families.
- A focus on how to think, not just what to think: students learn research, analysis, and communication skills that outlast any single syllabus.
- Genuine breadth: even at Diploma level, students continue to study languages, the arts, sciences, and humanities together rather than narrowing too early.
- Strong university recognition: IB graduates are sought after by leading universities worldwide for their preparedness for independent, self-directed study.
- Character alongside academics: the IB Learner Profile places equal emphasis on values and dispositions as it does on academic achievement.

A Brief History

The Diploma Programme was the IB's first offering, created in 1968 to give an internationally consistent, university-entrance qualification to the children of diplomats, aid workers, and other internationally mobile families. Its early success led to the development of three further programmes over the following decades: the Middle Years Programme (1994) for students aged 11 to 16, the Primary Years Programme (1997) for students aged 3 to 12, and most recently formal recognition of an Early Years phase within the PYP framework for children as young as three. Together these four programmes now form a single, coherent continuum of international education.

The IB Learner Profile

At the heart of every IB programme- from the Early Years classroom to the Diploma examination hall- is a single shared document: the IB Learner Profile. It describes ten attributes of character and mind that the IB believes should be developed in every student, whatever their age, nationality, or subject specialism. Teachers refer to these attributes explicitly and continuously, and students learn to reflect on their own growth against them.

Attribute	In Practice
Inquirers	They develop natural curiosity and acquire the skills necessary to conduct inquiry and research, and know how to learn independently.
Knowledgeable	They explore concepts, ideas, and issues of local and global significance, building a broad and balanced base of knowledge across disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of individuals, groups, and communities.
Open-minded	They critically appreciate their own cultures and personal histories, as well as the values and traditions of others, and seek and evaluate a range of points of view.
Caring	They show empathy, compassion, and respect, and act to make a positive difference in the lives of others and in the world around them.
Risk-takers	They approach uncertainty with forethought and determination, working independently and cooperatively to explore new ideas and strategies.
Balanced	They understand the importance of balancing different aspects of their lives — intellectual, physical, and emotional — to achieve wellbeing.
Reflective	They thoughtfully consider the world and their own ideas and experience, working to understand their strengths and weaknesses to support learning and growth.

How the Profile Grows With Your Child

A three-year-old in our Early Years programme demonstrates being a 'thinker' by working out how to build a taller block tower after one falls down. A seventeen-year-old Diploma student demonstrates the same attribute by constructing a rigorous, evidence-based argument in a Theory of Knowledge essay. The language of the Learner Profile does not change- but a child's capacity to embody it deepens every year they remain in the programme, giving families a consistent vocabulary to talk about growth and character from nursery to graduation.

Approaches to Teaching and Learning

Alongside the Learner Profile, the IB defines a shared pedagogy that is visible in every classroom across the continuum, whether children are aged three or eighteen.

Approaches to Teaching

- Based on inquiry- teachers structure lessons so that students construct their own understanding rather than simply receiving information.
- Focused on conceptual understanding- lessons build towards big, transferable ideas rather than isolated facts.
- Developed in local and global contexts- learning is anchored in real, meaningful situations.
- Focused on effective teamwork and collaboration- including among teachers, who plan together across subjects.
- Differentiated to meet the needs of all learners- recognising that children learn in different ways and at different paces.
- Informed by assessment- formative and summative assessment is used constantly to guide teaching, not just to grade students.

Approaches to Learning (ATL) Skills

Running underneath every unit of work, in every programme, is an explicit focus on five categories of skill that the IB calls Approaches to Learning. These are taught as deliberately as any subject content, because the IB believes they matter just as much to a student's long-term success.

Skill Category	What It Covers
Thinking skills	Critical thinking, creative thinking, ethical reasoning, and transfer of understanding between subjects.
Research skills	Formulating questions, finding and evaluating information, referencing sources honestly.
Communication skills	Reading, writing, speaking, listening, and using a range of media and formats effectively.
Social skills	Collaborating, resolving conflict, listening to others, and taking on different roles within a group.
Self-management skills	Organisation, time management, emotional regulation, and resilience in the face of setbacks.

International-Mindedness

A distinctive feature of an IB education is its emphasis on international-mindedness: the ability to see one's own culture and community as one perspective among many, and to engage respectfully and knowledgeably with the wider world. This is not an add-on subject but a thread woven through every unit- a Grade 2 unit on 'How We Organise Ourselves' might compare local and global systems of government; a Diploma History course requires students to study events from more than one regional perspective. Many of our students also learn a second language from their earliest years, further building genuine cross-cultural fluency.

SECTION ONE

PYP Early Years

NURTURING CURIOUS, CONFIDENT LEARNERS FROM AGE THREE

Welcome to the Early Years

The PYP Early Years phase serves children from around age three to the start of formal PYP schooling, typically in two year-groups often called Nursery and Pre-Kindergarten (or equivalent local names). It is built on a simple but research-backed premise: young children learn best through play, relationships, and first-hand experience, not through worksheets or rote instruction.

While the Early Years sits within the broader Primary Years Programme framework, it has its own distinct emphasis. Teachers plan environments and provocations — carefully chosen materials, questions, and experiences- that invite children to explore, rather than delivering direct instruction. The adult's role is to observe closely, ask good questions, and extend a child's thinking at exactly the right moment.

Early Years Snapshot	
Typical ages	3 to 5 years
Class structure	Small class sizes with a lead teacher and dedicated assistant(s)
Daily rhythm	Long blocks of uninterrupted play, both indoors and outdoors
Core belief	Play is the most powerful vehicle for young children's learning
Assessment	Continuous observation, learning stories, and portfolios — no formal testing

Learning Through Play

Play in an IB Early Years classroom is not 'free time' between lessons- it is the curriculum. Educators distinguish between several intentional forms of play that appear throughout the day:

- Symbolic and imaginative play, such as role-play corners, where children rehearse social roles and language.

- Constructive play with blocks, loose parts, and building materials, which develops early mathematical and engineering thinking.
- Exploratory and sensory play, including sand, water, and natural materials, which builds scientific curiosity.
- Games with rules, which begin to introduce turn-taking, fairness, and simple logic.
- Physical play, both structured and unstructured, which supports gross motor development and self-regulation.
- Teachers document this play carefully — through photographs, anecdotal notes, and 'learning stories' — and use what they observe to plan the next day's provocations, ensuring that play is purposeful and progressively more challenging.

Agency and the Young Child's Voice

A defining feature of the IB's approach to early learning is a genuine belief in the young child's agency — their right and their growing capacity to make choices, express opinions, and direct aspects of their own learning. In practice, this means children in our Early Years classrooms help choose the questions a unit will explore, decide how to represent what they have learned, and are given real responsibilities within the classroom community, from caring for classroom plants to leading parts of the daily routine.

Transdisciplinary Themes in the Early Years

Even at three years old, children begin to encounter the same six transdisciplinary themes that will structure their learning throughout the PYP, though explored through play, stories, and concrete experience rather than formal units. A theme such as 'Who We Are' might be explored through a unit on 'My Body and My Family'; 'How the World Works' might become a unit on 'Weather and the Seasons'. This early exposure builds the intellectual scaffolding for the more structured inquiry units that begin in the PYP proper.

The Early Years Learning Environment

Classrooms are deliberately organised into distinct learning areas- a book corner, a construction area, an art and mark-making studio, a science and nature table, a role-play area, and access to an outdoor learning space- so that children can move fluidly between types of thinking across the day. Natural light, natural materials, and children's own work displayed at their eye level are all considered essential, not decorative.

The environment is often called the 'third teacher' in early childhood education — as important to a child's learning as the adults and the other children around them.

Language, Literacy, and Numeracy Foundations

While there is no formal, seated literacy or numeracy instruction, Early Years classrooms are rich with language and number. Children are read to multiple times daily, engage in songs, rhymes, and storytelling, and are introduced to mark-making, letter shapes, and early phonological awareness through play rather than worksheets. Similarly, mathematical thinking is built through sorting, counting, pattern-making, and measuring materials during everyday play, laying secure foundations for the more formal numeracy work of the PYP.

Social-Emotional Development

The Early Years years are recognised as a critical period for social and emotional growth, and our programme dedicates as much intentional planning to this domain as to any academic one. Children are supported to name and manage their emotions, resolve small conflicts with the guidance of an adult, build friendships, and develop the independence- dressing themselves, managing belongings, following a simple routine — that will serve them well as they move into more formal schooling.

A Day in the Early Years

Time	Activity
8:00 – 8:30	Arrival, greetings, and free-choice provocations
8:30 – 9:15	Whole-group meeting: calendar, weather, shared story, and inquiry question of the day
9:15 – 10:30	Extended indoor play and inquiry stations (child-initiated, teacher-supported)
10:30 – 11:30	Outdoor learning and physical play
11:30 – 12:15	Snack and lunch, with an emphasis on independence and social routines
12:15 – 1:00	Rest or quiet reflection time
1:00 – 2:15	Extended afternoon play and small-group focus activities
2:15 – 2:45	Closing circle: reflection, sharing, and preparation for home

How We Assess in the Early Years

There is no formal testing in the Early Years. Instead, teachers build a rich picture of each child's development through daily observation, photographic and written learning stories, developmental checklists covering physical, social, emotional, language, and cognitive domains, and an evolving portfolio of the child's work and represented thinking. This evidence is shared with families through regular conferences and a continuously updated digital or physical portfolio, so that parents always have a clear, current picture of their child's growth.

Preparing for the Transition into PYP

Towards the end of the Early Years phase, children are gradually introduced to slightly more structured routines — longer group-learning periods, simple recording of their thinking, and the beginnings of formal letter and number work — to ensure a confident, well-supported transition into the more structured inquiry units of the Primary Years Programme proper. Teachers across both phases meet regularly to pass on detailed knowledge of each child, ensuring continuity rather than a fresh start.

What Parents Often Ask About the Early Years

"Will my child be ready for formal school if they are 'just playing'?" — Research consistently shows that rich, well-structured play builds the executive function, language, and social skills that underpin later academic success more effectively than early formal instruction.

"How will I know what my child is learning?" — Through regular learning stories, portfolios, and parent conferences that make visible the thinking behind the play.

"Is there any 'academic' content at all?" — Yes: early literacy, numeracy, and inquiry skills are built continuously, but through concrete, meaningful, hands-on experiences rather than seated instruction.

SECTION TWO

The PYP

TRANSDISCIPLINARY INQUIRY FOR AGES 6 TO 12

An Overview of the Primary Years Programme

The Primary Years Programme (PYP) serves students broadly from age five through eleven or twelve, typically across six or seven year-groups. It is built around a single, powerful idea: that the most meaningful learning happens when subjects are not taught in isolation, but woven together around big, real-world questions that matter to children.

Rather than a fixed syllabus dictating exactly what must be taught each week, the PYP provides a framework — six transdisciplinary themes, a set of key concepts, and clearly defined subject-area expectations — within which our teachers design rich units of inquiry tailored to our own students and context.

PYP Snapshot	
Typical ages	6 to 12 years (Grades 1–5, approx.)
Structure	Six units of inquiry per year, one per transdisciplinary theme
Culminating experience	The PYP Exhibition in the final year
Subjects	Language, Mathematics, Science, Social Studies, Arts, PSPE
Assessment	Ongoing formative and summative assessment; no external exams

The Six Transdisciplinary Themes

Every PYP student, in every IB World School in the world, explores the same six broad themes each year, though the specific unit content is developed locally. This shared structure is part of what makes the PYP so consistent for internationally mobile families.

Theme	Explores...
Who We Are	Identity, beliefs and values, personal, physical, and social wellbeing, human relationships
Where We Are in Place and Time	Personal histories, homes and journeys, civilisations, and their interconnectedness
How We Express Ourselves	Creativity, beauty, and the ways we reflect on and extend our understanding through the arts and language
How the World Works	Natural laws, technology, and the impact of scientific and technological advances on society
How We Organise Ourselves	Human systems, institutions, and organisations; societal decision-making and economics
Sharing the Planet	Rights and responsibilities in sharing finite resources with other people and living things

Units of Inquiry - How a Unit Works

Each unit of inquiry begins with a 'central idea'- a single, conceptually rich statement that the whole unit exists to explore, alongside a small number of guiding 'lines of inquiry'. A Grade 3 unit under 'How We Organise Ourselves', for example, might use the central idea 'Communities create systems to organise the exchange of goods and services,' with lines of inquiry into needs versus wants, how trade has changed over time, and the responsibilities of producers and consumers.

From that single central idea, teachers plan integrated learning experiences that might draw on mathematics (graphing supply and demand data), language (persuasive writing for an advertisement), social studies (interviewing a local business owner), and the arts (designing packaging)- all pointing back to the same big idea, so that learning feels connected rather than fragmented.

Key Concepts That Drive Inquiry

Alongside the six themes, the PYP asks every unit to be built around one or more of seven key concepts, expressed as student-friendly questions that recur throughout a child's schooling:

Concept	Guiding Question
Form	What is it like?
Function	How does it work?
Causation	Why is it like this?
Change	How is it changing?
Connection	How is it connected to other things?
Perspective	What are the points of view?
Responsibility	What is our responsibility?

Subject Areas Within the PYP

While much learning happens through the transdisciplinary units above, the PYP also identifies clear subject-area expectations that must be met across a child's time in the programme:

- **Language:** mother-tongue and additional-language development across oral, written, and visual communication.
- **Mathematics:** number, pattern and function, measurement, shape and space, and data handling, taught through both discrete lessons and units of inquiry.
- **Science:** living things, earth and space, materials and matter, and forces and energy.
- **Social Studies:** human systems, social organisation, and the interaction of people with their environment over time.
- **Arts:** visual arts and music, valued as ways of knowing and communicating in their own right, not as extracurricular add-ons.
- **Personal, Social, and Physical Education (PSPE):** identity, active living, interactions, and physical literacy.

The PYP Exhibition

In their final year of the programme, PYP students undertake the PYP Exhibition- a collaborative, self-directed inquiry into a real-world issue of personal significance, presented to the whole school community and to families. Working in small groups over several months, students choose their own line of inquiry, conduct genuine research, consult experts, take action on the issue they have studied, and present their learning publicly.

> The Exhibition is the moment when a child demonstrates, entirely on their own initiative, everything the programme has built in them since Early Years — as a researcher, a communicator, and a young person who cares about the world.

Action and Service

The PYP holds that authentic learning should lead to action. From the earliest grades, students are encouraged and supported to identify opportunities to make a genuine, positive difference — whether through a classroom recycling initiative, a fundraiser connected to a unit of inquiry, or a letter-writing campaign to a local official. Action is not assigned as homework; it emerges from a child's own growing sense of agency and responsibility.

Homework and Balance

Consistent with the Learner Profile attribute of 'balanced', PYP homework is deliberately light in the early grades and grows gradually, with an emphasis on reading, reflection, and occasionally extending unit-related inquiry at home, rather than repetitive worksheets. We believe strongly that time for play, rest, family, and extracurricular pursuits is part of a child's education, not a distraction from it.

A Typical PYP Week

Day	Focus
Monday	Unit of inquiry launch or continuation; mathematics; language
Tuesday	Unit of inquiry investigation; PSPE; additional language
Wednesday	Mathematics; science or social studies focus; visual arts
Thursday	Unit of inquiry investigation; music; library and research skills
Friday	Reflection and sharing; whole-school assembly; unit wrap-up or celebration

Sample PYP 1 Weekly Timetable at KIS

To make this concrete, the table below reproduces an actual PYP 1 (Grade 1) weekly timetable from our school, showing how units of inquiry, literacy, numeracy, and specialist subjects are woven together across a five-day week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00 – 09:00	UOI	UOI	UOI	UOI	PESH
09:00 – 10:00	Math	Math	Math	Literacy	Math

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 – 10:30	Break	Break	Break	Break	Break
10:30 – 11:30	ICT	Swimming	PE	Math	Literacy
11:30 – 12:30	Drama	Literacy	Kiswahili	PESH	UOI
12:30 – 13:10	Lunch	Lunch	Lunch	Lunch	Lunch
13:10 – 14:10	Literacy	Art	Literacy	French	Religion
14:10 – 15:00	HRT	Music	French	Swahili	Assembly
15:15 – 16:00	Club (Academic)	Sport / CPD	Sport	Club (Creative)	Sport

UOI (Unit of Inquiry), PESH (Physical, Emotional, Social, and Health education) and HRT (Homeroom Time) sit alongside dedicated numeracy, literacy, and specialist lessons in French, Kiswahili, Art, Music, Drama, and ICT- reflecting the balance of transdisciplinary inquiry and discrete subject teaching described earlier in this section.

Assessment in the PYP

The PYP uses ongoing, mostly teacher-designed assessment rather than standardised external testing. Common tools include rubrics co-constructed with students, portfolios of work chosen by the student to demonstrate growth, teacher and peer observation, and three-way conferences involving the student, teacher, and parent. Many schools, including ours, also administer periodic external benchmarking assessments to track literacy and numeracy progress against international norms, alongside — not instead of - this rich internal picture.

What Parents Often Ask About the PYP

- "Is my child still learning to read, write, and do maths properly?" — Yes: core literacy and numeracy skills are taught explicitly and rigorously, both within units of inquiry and in dedicated lessons.
- "How does the PYP prepare my child for the MYP?" — By building strong inquiry, research, and self-management habits, and a genuine comfort with connecting ideas across subjects, all of which the MYP builds on directly.
- "Will my child sit any exams?" — No external examinations are required in the PYP; assessment is continuous and formative, culminating in the Exhibition.

Sample Units of Inquiry, Grade by Grade

To make the PYP framework concrete, this section walks through one illustrative unit of inquiry from each grade level. Actual units are reviewed and adapted by our teaching teams each year, but the examples below reflect the kind of central ideas and lines of inquiry a family can expect to see.

Grade 1 - Who We Are

Central idea: 'Families share stories, traditions, and responsibilities that shape who we are.' Students interview family members, compare traditions across the class community, and create a class 'book of families' - building early literacy, social studies, and a first experience of respectful, structured inquiry into other people's lives.

Grade 2 - How We Organise Ourselves

Central idea: 'Communities rely on systems and people working together to meet

everyday needs.' Students investigate local jobs and services, take a walking excursion to interview community helpers, and design a model of a well-functioning neighbourhood — connecting social studies, mathematics (mapping and measurement), and persuasive writing.

Grade 3- Sharing the Planet

Central idea: 'Living things depend on and affect the balance of natural habitats.' Students conduct a habitat study of the school grounds or a nearby green space, research a local endangered species, and propose an action project such as a pollinator garden — integrating science, data collection in mathematics, and persuasive communication.

Grade 4 - How the World Works

Central idea: 'Forces and energy can be harnessed and transformed by human systems.' Students design and test simple machines, investigate renewable energy sources, and build working models — deepening scientific inquiry skills alongside design thinking and mathematical measurement.

Grade 5- How We Express Ourselves (leading into the Exhibition)

In their final PYP year, alongside their culminating Exhibition unit under a theme of the cohort's choosing, Grade 6 students often complete a unit exploring how the arts and media shape and reflect culture and identity, using visual art, poetry, and digital media — final rehearsal for the independent, multimodal presentation skills the Exhibition itself will demand.

Specialist Subjects and Language Learning in the PYP

Visual Arts and Music

Specialist teachers lead dedicated visual arts and music lessons throughout the PYP, treating both as genuine disciplines with their own skills, vocabulary, and ways of thinking rather than purely recreational time. Where possible, arts specialists collaborate with classroom teachers to connect their lessons to the current unit of inquiry- a music lesson on rhythm and pattern might align with a mathematics-focused unit on 'How the World Works', for example.

Physical, Social, and Personal Education (PSPE)

PSPE lessons build physical literacy, teamwork, and an early, age-appropriate understanding of health and wellbeing, alongside explicit teaching of the social and emotional skills — such as conflict resolution and self-regulation- that underpin a positive classroom community.

Additional Language Learning

Consistent with the IB's belief that genuine international-mindedness requires more than one language, PYP students typically begin structured study of an additional language from an early grade, taught by specialist language teachers using immersive, communicative methods rather than rote grammar drills. Many of our families are pleasantly surprised by how quickly young children develop conversational confidence in a second language when it is taught this way.

Library and Research Skills

A dedicated library programme runs alongside the classroom curriculum, teaching age-appropriate research skills — from simple picture-book navigation in the early grades to using a library catalogue and evaluating source reliability by Grade 5 or 6 — that directly prepare students for the more formal research demands of the MYP and, ultimately, the DP's Extended Essay.

SECTION THREE

The MYP

CONCEPT-BASED LEARNING FOR AGES 11 TO 16

An Overview of the Middle Years Programme

The Middle Years Programme (MYP) serves students from around age eleven to sixteen, typically across five year-groups often referred to as MYP 1 through MYP 5. It is designed specifically for the adolescent years — a period of rapid intellectual, social, and emotional development- and provides a framework broad and flexible enough to challenge every student while remaining rooted in the real world they are beginning to engage with more independently.

Where the PYP organises learning transdisciplinarily around six shared themes, the MYP organises learning through eight distinct subject groups, taught by subject specialists, but still requires that every subject be approached conceptually and connected explicitly to global contexts and real-life issues, rather than taught as an isolated body of content to be memorised.

MYP Snapshot	
Typical ages	11 to 16 years (MYP 1–5)
Subject groups	Eight, studied every year (with limited flexibility in the final two years)
Signature projects	Community Project (MYP 3 or 4) and Personal Project (MYP 5)
Certification	MYP Certificate, optionally validated through on-screen eAssessment
Assessment	Criterion-referenced, using IB-defined assessment criteria in every subject

The Eight Subject Groups

Subject Group	Typical Content
Language and Literature	Study of literary and non-literary texts, developing analytical writing and close reading
Language Acquisition	Development of one or more additional languages, from beginner to fluent phases
Individuals and Societies	History, geography, economics, and civics, integrated around enduring human questions
Sciences	Integrated or discrete biology, chemistry, and physics, with a strong emphasis on inquiry and the scientific method
Mathematics	Number, algebra, geometry, statistics, and probability, with real-world modelling

Subject Group	Typical Content
Arts	Visual arts and/or performing arts (music, drama, dance), taught as genuine disciplines of practice and critique
Physical and Health Education	Physical literacy, teamwork, and understanding of health and wellbeing
Design	Digital and/or product design, taught through the IB's design cycle of inquiry, ideation, creation, and evaluation

In the final two years of the programme (MYP 4–5), schools may offer limited flexibility, allowing some study in greater depth, but the principle of a broad, balanced curriculum without early over-specialisation remains central to MYP philosophy.

Global Contexts

Every unit of work in every subject is explicitly framed within one of six global contexts, which push students to ask why what they are learning matters beyond the classroom:

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

A mathematics unit on statistics, for example, might be framed through 'globalization and sustainability' by having students analyse real data on water scarcity; a language and literature unit might explore 'fairness and development' through post-colonial literature.

Concept-Based Teaching

Alongside subject-specific 'related concepts' (such as 'aesthetics' in Arts or 'equivalence' in Mathematics), every MYP subject is also organised around a small number of broad 'key concepts'- such as Change, Communication, Systems, and Perspective — that recur across all eight subject groups. This deliberate repetition of big ideas across different disciplines is designed to help students see genuine connections between subjects that often feel entirely separate in more traditional curricula.

Approaches to Learning in the MYP

The MYP places significant, assessed emphasis on the same five Approaches to Learning skill categories described earlier in this booklet — thinking, research, communication, social, and self-management skills — with the explicit expectation that students become increasingly independent managers of their own learning as they progress through the five years of the programme, in direct preparation for the greater autonomy expected at Diploma level.

The Community Project

Typically undertaken in MYP 3 or MYP 4, the Community Project asks students, individually or in small groups, to identify a need in a community they belong to and take meaningful, sustained action to address it -anything from organising a local environmental clean-up to running a fundraiser for a cause the student cares about personally. Students plan, carry out, and reflect on their project, developing genuine project-management skills well before the more academically demanding Personal Project that follows.

The Personal Project

In the final year of the MYP, every student undertakes an extended, independent Personal Project on a topic entirely of their own choosing- from writing a short film score, to building a piece of furniture, to researching and presenting on a social issue they feel strongly about. Guided by a supervisor but driven by the student, the Personal Project is often described

by our students as the moment they first feel like genuinely independent learners, and it directly rehearses the skills of self-management and extended research that the Diploma Programme's Extended Essay will require two years later.

The Personal Project is not about the product a student creates - it is about the process of planning, adapting, and reflecting that the product makes visible.

Assessment and the MYP Certificate

Rather than relying on a single external examination, the MYP assesses students continuously against detailed, IB-published criteria for every subject group, each scored on a common 1–8 scale that is applied consistently across IB World Schools globally. In the final year, schools may choose to have students validate this internal assessment through the IB's optional on-screen eAssessment, culminating in the formal MYP Certificate — a recognised qualification in its own right, and excellent preparation for the demands of the Diploma Programme that follows.

Service as Action

Building directly on the PYP's introduction to action, the MYP formalises this as 'Service as Action' — an expectation that every student engages in genuine service to others throughout the five years of the programme, reflecting regularly on what they learn about themselves, their community, and the wider world through that service.

A Typical MYP Timetable Snapshot (MYP 3)

Subject Group	Periods per Week (typical)
Language and Literature	4
Language Acquisition	3
Individuals and Societies	4
Sciences	4
Mathematics	4
Arts	2
Physical and Health Education	2
Design	2

(Exact allocations vary by school and year-group; this table is illustrative of the balance the MYP requires across all eight subject groups.)

Sample MYP 1 Weekly Timetable at KIS

The table below reproduces an actual MYP 1 (Grade 6) weekly timetable from our school, showing how the eight subject groups, homeroom time, and Clubs & Sports are distributed across the week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:45 – 08:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
08:00 – 09:00	Visual Art	PHE	Swahili	Visual Art	Literature

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 10:00	Literature	Assembly	Literature	Design	Swahili
10:00 – 10:20	Break	Break	Break	Break	Break
10:20 – 11:20	French	Swahili	Design	IND & STS	Maths
11:20 – 12:20	Science	IND & STS	French	Theatre Art / Music	PHE
12:20 – 13:20	Lunch	Lunch	Lunch	Lunch	Lunch
13:20 – 14:20	IND & STS	Maths	Maths	Science	Visual Art
14:20 – 15:20	Design	French	Science	PHE	Theatre Art / Music
15:20 – 16:20	Clubs & Sports	Clubs & Sports	Clubs & Sports	Clubs & Sports	—

IND & STS (Individuals and Societies) is taught alongside Literature, French or Swahili (Language Acquisition), Science, Mathematics, Design, Visual Art, Theatre Art / Music, and Physical and Health Education (PHE) — the full spread of MYP subject groups introduced earlier in this section, plus dedicated Homeroom and Clubs & Sports time at the start and end of each day.

What Parents Often Ask About the MYP

- "Will my child still get letter or number grades?" — Yes, criterion-based scores (typically 1–8 per subject) are reported regularly, alongside detailed feedback against published criteria.
- "Does the MYP prepare students properly for the academic demands of the Diploma?" — Very deliberately so: the Personal Project, ATL skill development, and criterion-based assessment are all designed as direct rehearsal for DP demands such as the Extended Essay and internal assessments.
- "Can my child specialise in subjects they are strongest in?" — Some flexibility is available in the final years, but the MYP deliberately maintains breadth across all eight subject groups throughout, reflecting the IB's belief that adolescence is too early to narrow options completely.

A Closer Look at the MYP Subject Groups

The overview earlier in this booklet introduced the eight MYP subject groups. Because parents often want more detail on what their child will actually study, this section takes a closer look at the aims and typical content of each.

Language and Literature

Students read and analyse a deliberately wide range of literary and non-literary texts — novels, poetry, plays, speeches, and media texts — developing skills in close reading, structured written analysis, and increasingly sophisticated oral communication. Units are framed around global contexts; a study of dystopian fiction, for example, might be framed through 'fairness and development', prompting students to connect the text to real contemporary issues of power and justice.

Language Acquisition

Organised into clear phases from emergent to capable, this subject group ensures every student continues developing at least one additional language throughout the MYP,

regardless of their starting point on arrival. Assessment covers listening, reading, speaking, and writing, with an emphasis on genuine communicative competence over rote memorisation of vocabulary lists.

Individuals and Societies

Combining history, geography, economics, and civics, this subject group asks students to investigate human systems and relationships across time and place. A typical MYP 4 unit might combine historical inquiry into a major conflict with geographic analysis of its ongoing consequences, and an economics lens on post-conflict recovery — modelling exactly the kind of interdisciplinary thinking the MYP is built to develop.

Sciences

Whether taught as an integrated science course or as distinct biology, chemistry, and physics strands, MYP science places heavy emphasis on the scientific method: forming hypotheses, designing fair tests, collecting and analysing data, and evaluating the reliability of conclusions — skills directly rehearsed in preparation for DP science internal assessments.

Mathematics

MYP mathematics moves beyond procedural fluency to emphasise genuine mathematical reasoning and real-world modelling — students are regularly asked not just to solve a problem, but to justify their method and consider its limitations, again directly preparing them for the mathematical exploration required at Diploma level.

Arts

Students study visual arts and/or performing art (music, drama, or dance) as genuine disciplines of creation and critique, developing a portfolio of process and finished work, alongside the ability to discuss and evaluate both their own work and that of established artists using appropriate critical vocabulary.

Physical and Health Education

Beyond physical activity itself, this subject group teaches students to analyse their own performance, understand principles of training and nutrition, and reflect on the social and ethical dimensions of sport and health — again reflecting the IB's insistence that even a practical subject be approached with genuine intellectual rigour.

Design

Using the IB's own design cycle — inquiring and analysing, developing ideas, creating the solution, and evaluating — students tackle both digital design (such as app or website prototypes) and product design (such as physical prototypes), developing genuinely transferable problem-solving skills alongside technical competence.

How MYP Subjects Are Assessed

Every MYP subject group is assessed against four IB-published criteria specific to that subject (for example, in Sciences: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impacts of Science), each scored on an 8-point scale. This means a student's report shows not just a single overall mark, but a clear picture of their strengths and areas for growth across distinct dimensions of the subject.

SECTION FOUR

The Diploma Programme

A RIGOROUS PRE-UNIVERSITY EDUCATION FOR AGES 16 TO 19

An Overview of the Diploma Programme

The Diploma Programme (DP) is the IB's flagship, most widely recognised qualification, studied over two years by students typically aged sixteen to nineteen. It was the first IB programme created, in 1968, and remains a demanding, internationally benchmarked course of study that leading universities around the world hold in very high regard.

The DP is built around a distinctive 'hexagon' model: six academic subject groups, from which students choose one subject each, surrounding a required core of three additional elements — Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service. This structure guarantees that even the most STEM-focused or humanities-focused student graduates with genuine breadth, sustained independent research experience, and a habit of reflecting critically on how knowledge itself is constructed.

DP Snapshot	
Typical ages	16 to 19 years, over two years of study
Subjects	Six, one from each subject group (with permitted substitutions)
Levels	Three or four subjects at Higher Level (HL); the rest at Standard Level (SL)
The Core	Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Activity, Service (CAS)
Grading	Each subject scored 1–7; up to 3 additional points from TOK/EE; 45 points maximum
Recognition	Widely recognised for university admission and, in many countries, credit

The Six Subject Groups — What We Offer at Kabojja

Group	Subject Area	Offered at KIS
1	Studies in Language and Literature	English: Language and Literature
2	Language Acquisition	French or Kiswahili
3	Individuals and Societies	Economics, History, Geography, or Business Management

Group	Subject Area	Offered at KIS
4	Sciences	Biology, Chemistry, Physics, Environmental Systems and Societies (ESS), Computer Science, or Sports, Exercise and Health Science (SEHS)
5	Mathematics	Mathematics: Analysis and Approaches (AA) or Mathematics: Applications and Interpretation (AI)
6	The Arts (or a second Group 3/4 subject)	Music, Theatre Arts, or Visual Art

As is permitted across the DP worldwide, our students may choose to study a second subject from Group 3 or Group 4 instead of an Arts subject, allowing further specialisation for those with a clear academic direction, while the majority of our students continue to study across all six groups to preserve genuine breadth. Our current subject combinations reflect strong demand for the sciences and business-related subjects alongside a well-established arts and languages offering.

Higher Level and Standard Level

Of the six subjects a student studies, three or four are taken at Higher Level (240 recommended teaching hours) and the remainder at Standard Level (150 recommended teaching hours). Higher Level subjects are studied in greater depth and are generally the subjects most closely aligned with a student's intended university direction, while Standard Level subjects preserve breadth. Universities typically look closely at which subjects a student has taken at Higher Level when assessing suitability for competitive courses.

Theory of Knowledge (TOK)

Theory of Knowledge is often described by our students as the course that changes how they think about every other course they take. It asks students to step back from the content of their subjects and interrogate the nature of knowledge itself: How do we know what we claim to know? What counts as good evidence in history versus in physics? Can art express truths that language cannot? Assessment includes an internally assessed TOK exhibition, in which students select real objects to explore a knowledge question, and an externally assessed 1,600-word essay on a prescribed title.

The Extended Essay (EE)

Every DP student researches and writes a 4,000-word, independently researched essay on a topic of their own choosing, in a subject of their choice, supervised but not directed by a teacher. For many of our students, the Extended Essay is their first taste of genuine, university-style independent research — formulating a focused research question, gathering and evaluating evidence, and constructing a sustained academic argument. It is externally assessed by IB examiners and can contribute up to three additional points towards the final Diploma score.

Creativity, Activity, Service (CAS)

CAS asks students to engage, over the full two years of the programme, in a balanced programme of activities outside the academic classroom, organised around three strands:

- **Creativity** — exploring and extending ideas through the arts and other creative pursuits.
- **Activity** — physical exertion contributing to a healthy lifestyle, whether through sport, dance, or other pursuits.
- **Service** — genuine, reciprocal collaboration with the community in response to an authentic need.

CAS is not separately graded, but successful completion

— documented through an ongoing portfolio and regular reflection — is a formal requirement for the award of the Diploma. Universities frequently comment favourably on the depth and authenticity of CAS experiences described in a student's application.

How the Diploma Is Scored

Each of the six subjects is graded on a scale from 1 (lowest) to 7 (highest), for a maximum of **42 points** across all six subjects. Up to three further points can be awarded based on a combined assessment of the student's Theory of Knowledge and Extended Essay performance, bringing the maximum possible score to **45 points.** To be awarded the full Diploma, students must also meet minimum requirements across their subjects and complete CAS satisfactorily; students who do not meet full Diploma requirements may still be awarded certificates for individual subjects completed.

Component	Maximum Points
Six subjects (1–7 each)	42
Theory of Knowledge & Extended Essay combined	3
Total	45

Assessment Methods

DP assessment combines external and internal components in every subject. External assessment typically includes final written examinations set and marked by IB examiners worldwide, ensuring consistent, internationally comparable standards. Internal assessment — such as science practical investigations, oral language assessments, mathematical explorations, or history investigations — is marked by the student's own teachers and then moderated by the IB to ensure fairness and consistency across schools globally.

A Sample Two-Year Subject Selection at KIS

Group	Subject Chosen	Level
1	English: Language and Literature	HL
2	French	SL
3	Economics	HL
4	Biology	HL
5	Mathematics: Applications and Interpretation	SL
6	Business Management (in place of an Arts subject)	SL

University Recognition and Outcomes

The Diploma Programme is recognised by universities in well over one hundred countries, including highly selective institutions across North America, the United Kingdom, Europe, and Asia-Pacific. Many universities publish specific DP-score entry requirements and, in a number of countries, award course credit or advanced standing for strong results in Higher Level subjects. Admissions officers consistently report that they value the combination of demonstrated academic rigour, independent research experience (through the Extended Essay), and genuine breadth that a DP transcript represents.

University admissions teams regularly tell us that IB Diploma graduates arrive unusually well prepared for the independent research and time-management demands of undergraduate study.

Wellbeing and Workload

We are candid with families that the Diploma Programme is demanding — by design. Our role is to ensure that rigour is matched by genuine support: dedicated study skills instruction, structured time-management coaching, pastoral care staff who monitor workload and wellbeing closely, and a whole-school culture, carried over from the PYP and MYP, that values balance as much as achievement. Most of our students report that, while challenging, the two years of the Diploma are also among the most intellectually rewarding of their schooling.

What Parents Often Ask About the DP

- "Is the IB Diploma harder than other pre-university qualifications?" — It is broader by design, requiring continued study of a language, humanities, science, mathematics, and the arts together, alongside the additional core requirements — many families find this breadth, not raw difficulty, is the main distinguishing feature.
- "What if my child does not want to pursue the full Diploma?" — Students may take a smaller number of DP courses as a 'Course candidate' without pursuing the full Diploma, an option worth discussing with our academic counselling team based on your child's goals.
- "How does the IB Diploma compare for university admission?" — Strong DP results are highly regarded internationally, and we provide detailed, country-specific guidance on typical offers and recognition during our senior-year university counselling programme.

A Closer Look at the DP Subject Groups

This section expands on the six DP subject groups introduced earlier, giving families a clearer sense of what study looks like in each, and how Higher Level differs from Standard Level.

Group 1 — Studies in Language and Literature

At KIS, this subject is offered as English: Language and Literature, studied in a student's strongest language. It develops sophisticated literary and textual analysis across a genuinely wide range of literary forms and periods, reinforcing the IB's commitment to international-mindedness even within a student's first-language study. Assessment combines written examinations with an individual oral commentary.

Group 2 — Language Acquisition

KIS offers French and Kiswahili in Group 2, reflecting both our international community and our host country — giving students the choice between a widely spoken world language and deepening fluency in East Africa's own lingua franca. From beginner through to more fluent phases, Group 2 ensures every DP student continues developing an additional language through to graduation, with assessment covering reading, writing, listening, and a required individual oral assessment.

Group 3 — Individuals and Societies

Our current Group 3 offering includes Economics, History, Geography, and Business Management, giving students a genuine choice between humanities- and commerce-oriented options depending on their interests and intended university direction. Across all of these, DP courses require students to engage with multiple perspectives and primary evidence rather than a single textbook narrative — our DP History course, for instance, requires study of the same events from more than one regional viewpoint.

Group 4 — Sciences

KIS offers a particularly broad Group 4 selection: Biology, Chemistry, Physics, Environmental Systems and Societies (ESS), Computer Science, and Sports, Exercise and Health Science (SEHS). Each combines substantial theoretical content with a required practical component, including a collaboratively designed, student-led Group 4 science project that brings students from different science subjects together to investigate a single real-world question.

Group 5 — Mathematics

Students at KIS choose between Mathematics: Analysis and Approaches (AA), which emphasises abstract algebraic and calculus-based reasoning suited to further study in mathematics, physical sciences, or engineering, and Mathematics: Applications and Interpretation (AI), which emphasises statistical and modelling applications suited to fields such as social science, business, or design. Both are offered at Higher Level and Standard Level and include an individually chosen mathematical exploration.

Group 6 — The Arts

Music, Theatre Arts, and Visual Art are offered in Group 6, each requiring both practical creative work and critical, reflective written analysis. Students choosing not to continue an Arts subject may instead study a second subject from Group 3 or Group 4 — for example, taking both Economics and Business Management, or both Biology and ESS — a flexibility many of our students with a clear academic direction choose to take up, while still preserving overall programme breadth.

Choosing Between Higher Level and Standard Level

The decision about which three or four subjects to take at Higher Level is one of the most consequential a DP student makes, and our university counselling team works closely with each student and family to align this choice with likely university and career direction. As a general principle, universities pay closest attention to Higher Level results in subjects directly relevant to a student's intended course of study, while Standard Level subjects continue to demonstrate valuable breadth.

Predicted Grades and University Applications

During the final year of the DP, teachers provide predicted grades — a professional estimate of a student's likely final result in each subject — which form a central part of university applications submitted before final DP examinations are sat. Our academic and counselling teams work closely with students throughout the two years to ensure these predictions are well-informed and that students understand exactly what is needed to meet or exceed them.

How the IB Compares to Other Curricula

Families joining us from different educational systems often ask how the IB compares to curricula they already know. There is no single 'better' system — each has real strengths — but the table below highlights some of the most common points of comparison we discuss with prospective parents.

Feature	IB Continuum	Typical National Curriculum	A-Levels / AP (senior years)
Breadth in final years	Six subjects across all major disciplines	Varies by country	Often 3–5 subjects, narrower
Core beyond subjects	TOK, Extended Essay, CAS required	Varies	Not typically required
Assessment style	Continuous + external exams, criterion-based	Often exam-heavy	Primarily final examinations
International portability	Consistent framework in 150+ countries	Country-specific	UK/US-centric recognition
Independent research	Explicit, staged from MYP Personal Project to DP Extended Essay	Varies	Varies; less structured

What consistently sets the IB apart, in our experience, is not any single feature in isolation, but the coherence of the whole continuum: a child educated in an IB Early Years classroom develops habits of inquiry that are still being actively used, in more sophisticated form, when they write their Extended Essay a decade later.

Learning Support and Inclusion

The IB's philosophy is explicitly inclusive: every programme is designed to be accessible to a broad range of learners, and each provides a formal framework for reasonable accommodations and learning support, rather than treating inclusion as an afterthought.

How We Support Every Learner

- Differentiated planning: teachers plan multiple entry points into every unit of inquiry or lesson, so that the same rich content is accessible to learners at different stages.
- Learning support specialists: our learning support team works alongside classroom and subject teachers to design individual support plans where needed.
- Access arrangements: for MYP eAssessment and DP examinations, the IB has clear, well-established provisions for extra time, assistive technology, and other accommodations for students with identified needs.
- English (or host-language) as an Additional Language support: dedicated language support helps students who are still developing fluency in the language of instruction to access the full curriculum.
- Gifted and talented extension: the concept-based, open-ended nature of IB units naturally allows for extension into greater depth and complexity for students who need additional challenge.

Working in Partnership With Families

We view learning support as a genuine partnership. Where a child has an existing diagnosis, therapy plan, or education support plan from a previous school, we ask families to share this during the admissions process so that we can begin planning appropriate support before your child's first day, rather than after.

Technology and Resources

Across the continuum, technology is treated as a tool in service of inquiry, not a subject to be studied in isolation (except within the MYP's dedicated Design subject group, which does formally teach digital design). Our approach to technology is deliberately age-appropriate:

Programme Stage	Typical Use of Technology
Early Years	Minimal screen time; occasional use of cameras and simple recording devices to document children's own learning
PYP	Shared classroom devices for research, digital storytelling, and basic coding, alongside continued emphasis on hands-on and print resources
MYP	Increasing student device use for research, the Design subject group, and digital creation across subjects
DP	Full integration of research databases, subject-specific software (e.g. data-logging in sciences, statistical software in mathematics), and digital submission of coursework

Our library and research centre supports every stage of this journey, from picture books and story-time in the Early Years to full access to academic databases and citation tools for Extended Essay research in the Diploma years.

Our Teachers

An IB education is only as strong as the educators delivering it, and the IB invests heavily in specific, ongoing teacher training that is distinct from generic teaching qualifications.

IB-Specific Training

Our teaching staff undertake official IB professional development specific to the programme and subject they teach — training that is refreshed regularly as the IB updates its guides and research. Many of our teachers also serve as IB workshop leaders, curriculum reviewers, or examiners, keeping our school directly connected to the IB's global professional community and the latest thinking in each subject.

Collaborative Planning

A distinguishing feature of IB schools is the amount of time teachers spend planning together across subjects and grade levels — essential to building the transdisciplinary units of the PYP and the cross-subject conceptual connections of the MYP and DP. Families can expect their child's teachers, across different subjects, to know a great deal about what their child is learning elsewhere in the curriculum at any given time.

Life After the IB

Families understandably want to know where an IB education leads. While outcomes always depend on the individual student, some broad patterns are consistent across IB schools worldwide.

- University placement: IB Diploma graduates are regularly admitted to highly selective universities across North America, the United Kingdom, Europe, Australia, and Asia, with many receiving course credit or advanced standing for strong subject results.
- Transferable skills: alumni frequently report that the research, time-management, and cross-cultural communication skills built through the continuum serve them well beyond university, in professional life.
- Continued international-mindedness: many IB graduates go on to study, work, or live internationally, crediting the programme's emphasis on global perspective for their comfort in unfamiliar cultural settings.

Our own alumni consistently tell us that what stayed with them longest was not a specific fact learned in a specific class, but the habit of asking good questions and following them wherever they lead.

Pastoral Care and Student Wellbeing

Academic rigour and student wellbeing are not, in our view, competing priorities — they depend on one another. A structured, well-resourced pastoral care system runs alongside the academic programme at every stage of the continuum.

Our Pastoral Structure

Stage	Pastoral Support
Early Years & PYP	A single homeroom teacher and assistant who know each child intimately; a full-time school counsellor available to all classes
MYP	Advisory groups led by a dedicated tutor, meeting regularly to check in on wellbeing, organisation, and goal-setting
DP	Continued advisory support alongside dedicated university and careers counselling, and workload monitoring during examination periods

Health and Safety

A qualified school nurse or health team is on site throughout the school day at every stage, and clear, well-rehearsed safeguarding and emergency procedures are in place across our campus, developed in line with best international practice for schools serving these age groups.

Supporting Transitions

The move between programmes- from Early Years into PYP, from PYP into MYP, and from MYP into the DP can be a significant moment for both children and parents. We run structured transition programmes at each of these points, including orientation sessions, buddy systems with older students, and, where needed, individual planning meetings with families.

Extracurricular and Co-Curricular Life

While the IB's core academic programmes are the heart of this booklet, we believe strongly that a rich co-curricular life is inseparable from a genuinely balanced education — and directly supports the Learner Profile attribute of being 'balanced' at every age.

Sport: a full programme of team and individual sports, from introductory Early Years movement sessions through to competitive inter-school fixtures at MYP and DP level.

The arts: choirs, bands, orchestras, drama productions, and visual arts exhibitions running throughout the year, open to students at every stage.

Clubs and interest groups: student-led and staff-supported clubs ranging from robotics and debate to environmental action and creative writing.

Trips and excursions: age-appropriate field trips connected directly to units of inquiry in the PYP, and residential or international trips at MYP and DP level supporting subjects such as geography, sciences, and languages, as well as CAS.

Student leadership: structured opportunities for student voice and leadership, from classroom responsibilities in the Early Years to formal student council and prefect roles by the DP years.

Our Campus

Our facilities are designed with the specific developmental needs of each programme stage in mind, from dedicated outdoor Early Years play spaces to specialist science laboratories, design and technology workshops, and performance spaces for the DP years.

Facility	Description
Early Years Centre	Purpose-built, low-ratio classrooms opening directly onto a dedicated outdoor learning garden
Primary Learning Commons	Flexible classroom pods, a school library, and shared inquiry and maker spaces
Science and Design Laboratories	Fully equipped laboratories and design workshops supporting MYP and DP practical work
Performing and Visual Arts Centre	Studios, a rehearsal hall, and a performance theatre used across all programme stages
Athletics Facilities	Indoor and outdoor sports facilities supporting our physical education and competitive sports programmes
Library and Research Centre	A collection spanning picture books to academic databases, supporting research skills from Early Years to DP

Partnering With Parents

An IB education works best as a genuine partnership between school and home, and we structure regular opportunities for families to understand, and take part in, their child's learning.

- Curriculum information evenings at the start of each year, explaining the units of inquiry, subject content, and assessment approach for that grade or year group.
- Regular three-way and student-led conferences that put your child at the centre of discussing their own progress.
- Open classroom mornings and Exhibition or project showcase events where families can see units of inquiry, the Personal Project, and DP coursework presented directly by students.
- A parent association that organises community events and can connect new families with experienced IB parents for informal peer support.

We particularly encourage parents new to the IB to attend our 'Introduction to the IB for Parents' sessions, run each term, which walk through exactly the material in this booklet in more depth and answer questions specific to your child's age group.

Part of a Global Network

Joining our school also means joining a genuinely global community of learners. The IB's programmes are delivered by thousands of authorised IB World Schools across every inhabited continent, sharing a common philosophy, common professional standards, and — for the DP in particular — a globally consistent standard of assessment moderated by the same organisation regardless of where in the world a student sits their examinations.

Wherever our students go on to study, work, or live, they carry with them a way of thinking and a set of values shared with millions of IB graduates around the world.

A Day in the Life: MYP Student

To bring the framework to life, here is what a typical Tuesday might look like for a Grade 8 (MYP 3) student at our school.

Time	Activity
8:00 – 8:15	Advisory group: check-in with tutor, review the day and any upcoming deadlines
8:20 – 9:10	Sciences — investigating renewable energy, framed through 'scientific and technical innovation'
9:15 – 10:05	Mathematics — statistics unit using real local data sets
10:10 – 11:00	Language Acquisition — French, focused on oral presentation skills
11:00 – 11:20	Break
11:20 – 12:10	Individuals and Societies — history investigation, working in research pairs

Time	Activity
12:10 – 1:00	Lunch and student-led clubs
1:00 – 1:50	Design — prototyping a solution using the IB design cycle
1:55 – 2:45	Language and Literature — analysing a novel through the lens of 'fairness and development'
2:50 – 3:40	Physical and Health Education — team invasion games unit
3:45 onward	Community Project research time / sports practice / arts rehearsal

What stands out to visiting parents is less any individual lesson and more the connective tissue between them — the same student, on the same day, is asked to apply statistical reasoning, historical evidence evaluation, and design thinking to related real-world questions, reinforcing the MYP's insistence that knowledge does not sit in separate boxes.

A Day in the Life: DP Student

A DP student's timetable looks different again, reflecting greater subject specialisation and dedicated core time. Below is an illustrative Monday for a DP2 (final-year) student at KIS, based on our actual Term 1 timetable structure.

Time	Activity
08:00 – 09:00	Biology HL — practical investigation for internal assessment
09:00 – 10:00	English: Language and Literature HL
10:00 – 10:20	Break
10:20 – 11:20	Chemistry SL
11:20 – 12:20	Mathematics: Analysis and Approaches HL
12:20 – 13:20	Lunch
13:20 – 14:20	French SL
14:20 – 15:20	Theory of Knowledge (TOK) — seminar exploring a knowledge question across disciplines

Other days in the KIS DP timetable include dedicated Economics/History, Geography/Business Management, and Extended Essay supervision periods, ensuring every subject group and core element receives structured, protected time across the two-year programme. Independent study and Extended Essay research are built into the timetable deliberately, not left to chance, and are supported by subject teachers and our university counselling team.

Global Citizenship and Sustainability

The IB's mission — helping to create 'a better and more peaceful world' — is not confined to a single subject. Environmental sustainability and global citizenship appear as recurring threads across the continuum: an Early Years unit on caring for classroom plants; a PYP 'Sharing the Planet' unit on local biodiversity; an MYP unit connecting Individuals and Societies with Sciences to study climate policy; and, at DP level, options including Environmental Systems and Societies and a CAS strand frequently anchored in genuine environmental service.

Our own school-wide sustainability initiatives — from waste reduction to biodiversity projects on our own grounds — are frequently led or co-led by students themselves, reflecting the IB's broader belief that responsible global citizenship is best learned through authentic action, not abstract instruction.

An Illustrative Academic Year

While specific dates vary by year and by programme stage, the table below illustrates the general rhythm of a school year across the continuum, helping new families anticipate key moments.

Period	Typical Milestones
Term 1 (Autumn)	New unit launches across PYP/EY; MYP and DP subject selection confirmed; curriculum information evenings
Term 2 (Winter)	Three-way conferences; mid-year reporting; DP mock examinations for Grade 12
Term 3 (Spring)	PYP Exhibition preparation; MYP Personal and Community Project presentations; CAS reflections due
Term 4 (Early Summer)	DP final examinations; PYP Exhibition and end-of-year celebrations; transition events between programme stages

Questions Specific to Each Programme Stage

▶ Early Years Questions

"How is my three-year-old kept safe while exploring so independently?" — Low child-to-adult ratios, secured and closely supervised environments, and continuous adult presence during all play, both indoors and outdoors.

"Does my child need to be toilet-trained or speaking fluently to join?" — Requirements vary by age group and are discussed individually with families during admissions; our Early Years team is experienced in supporting children at very different developmental starting points.

▶ PYP Questions

"How are struggling readers or mathematicians identified and supported?" — Through continuous formative assessment and, where needed, individual support plans developed jointly by classroom teachers and our learning support team.

"What happens if we join partway through a unit of inquiry?" — Teachers routinely welcome new students mid-unit and provide a short orientation to the current central idea and lines of inquiry so your child can join in confidently.

▶ MYP Questions

"Can my child take an additional or different language if we speak one at home?" — Where feasible, we support the study of additional home languages alongside the core MYP language requirements; please discuss specific requests with our academic team.

"How demanding is the Personal Project alongside regular coursework?" — Substantial but well-scaffolded: students receive dedicated project time, a named supervisor, and a structured timeline spread across most of the final MYP year.

▶ DP Questions

"Can my child change subjects after starting the DP?" — Subject changes are possible only within a limited early window, given how tightly the two-year syllabus and coursework are sequenced; our counselling team advises carefully before final subject confirmation.

"What support is available during the intensive final examination period?" — Structured study leave, revision sessions with subject teachers, wellbeing check-ins, and clear communication with families about the examination timetable and expectations.

Authorisation and Ongoing Quality Assurance

Not every school that uses IB-style language is a fully authorised IB World School, and we think it is important for prospective families to understand the distinction. Authorisation is a rigorous, multi-year process, and it does not end once granted — every IB World School is subject to ongoing evaluation to ensure standards are maintained.

The Path to Authorisation

Stage	What It Involves
Candidacy	A formal application and self-study against the IB's published standards and practices, alongside dedicated staff training
Verification / Consultation Visit	An IB team visits the school to assess readiness and provide detailed feedback
Authorisation	Following a successful final visit, the IB formally authorises the school to offer the programme(s)
Ongoing Evaluation	Regular self-study and periodic evaluation visits continue throughout the life of the authorisation, ensuring standards are sustained and improved

This booklet describes our school's programmes as currently authorised or in candidacy; our admissions office can confirm the precise current authorisation status of each programme stage at any time, and families are always welcome to verify a school's status directly via the IB's own public school directory.

Kabojja International School — Current IB Status	
PYP	Fully authorised IB World School
MYP	Fully authorised IB World School
DP	Candidate school, currently completing the authorisation process

What Authorisation Guarantees Families

- Consistent standards: an authorised IB World School has demonstrated, and continues to demonstrate, that it meets the same standards as every other IB World School globally.
- Genuine staff training: authorisation requires evidence of substantial, ongoing staff training specific to IB pedagogy, not a one-off workshop.
- External accountability: the IB's ongoing evaluation cycle means schools cannot simply adopt the IB name without sustained commitment to its standards and practices.

The IB Philosophy in Action: Short Case Studies

Early Years — Building a Weather Station

When a group of four-year-olds became fascinated by a sudden rainstorm during outdoor play, their teacher did not move on to the planned activity. Instead, over the following two weeks, the class built their own simple weather-observation station, drew daily weather pictures, and began using early comparative language ('windier', 'wetter') — a spontaneous, child-led inquiry that touched science, language, and mathematics without ever being labelled as a formal lesson in any of them.

PYP — A Grade 5 Exhibition on Food Waste

A recent Grade 6 Exhibition group chose to investigate food waste in their own school cafeteria. Over several months, they measured actual waste, interviewed kitchen staff, researched food redistribution charities, and ultimately proposed and helped implement a modest but real change to portion sizes and a food-donation partnership — a project that began as curiosity and ended as measurable community action.

MYP — A Personal Project on Assistive Technology

One MYP 5 student, whose younger sibling has a mobility impairment, used their Personal Project to research, design, and 3D-print an adapted grip attachment for everyday utensils. The project drew on Design subject skills, required sustained independent research into assistive technology, and culminated in a genuinely useful object for their own family — precisely the kind of self-directed, personally meaningful learning the Personal Project is intended to produce.

DP — An Extended Essay Bridging Two Subjects

A recent DP graduate wrote an Extended Essay examining the economic impact of a historical trade policy, combining Group 3 subjects (Economics and History) into a single sustained piece of independent research. The process of narrowing an initially broad interest into a focused, answerable research question — with substantial back-and-forth with a faculty supervisor — is exactly the skill our university counselling team tells us admissions officers most consistently praise in our graduates' applications.

NOTES FOR YOUR VISIT

We hope this booklet has given you a thorough and honest introduction to the IB continuum and to our school. Many families find it useful to bring specific questions with them on a campus visit — the space below is provided for exactly that purpose.

In Our Community's Own Words

Nothing communicates the character of an IB education better than the experience of the families and students living it. The reflections below are illustrative of the kind of feedback we regularly hear from our community.

A Parent of an Early Years and Grade 4 Student

What struck me most was how seriously the teachers took my three-year-old's ideas. I expected 'just play' and instead saw a level of thoughtful observation and documentation I hadn't imagined possible at that age.

– Parent, Early Years & PYP

An MYP Student, Reflecting on the Personal Project

I chose to build and code a small robot for my Personal Project. It was the first time a school project felt like it was really mine from start to finish, mistakes included.

– Student, MYP 5

A DP Graduate, Now at University

The Extended Essay felt overwhelming at the time, but it turned out to be exactly the kind of independent research my university course expected from day one. Friends from other school systems were learning those skills for the first time; I already had them.

– DP Graduate

A Parent of Two DP Students

We worried the workload would be too much, but the pastoral support and the CAS programme kept both of our children genuinely balanced — busy, but not burnt out.

– Parent, DP

Tuition and Financial Considerations

We believe families should have a clear, transparent picture of the investment an IB education represents before enrolling. Specific tuition and fee schedules for each programme stage are provided separately by our admissions office and are reviewed annually; the notes below explain how costs are generally structured.

- Tuition typically varies by programme stage, generally increasing from Early Years through to the DP, reflecting smaller class sizes, specialist staffing, and additional resources such as laboratory equipment at the senior levels.
- IB programme fees, covering authorisation, registration, and (for MYP and DP) assessment and examination costs, are set directly by the IB organisation and are typically included within, or itemised alongside, school tuition.
- Additional costs may include specific trips and excursions, individual instrumental music tuition, and optional extracurricular programmes, all clearly itemised in advance.
- Financial assistance or scholarship programmes, where offered, are administered separately by our admissions and finance offices; families are encouraged to enquire early in the application process.

Our admissions team is very happy to walk any prospective family through a full, itemised breakdown for their child's specific programme stage during your school visit.

Quick Reference: The Continuum at a Glance

For families who would like a single-page summary to refer back to, the table below draws together the key facts covered throughout this booklet.

	Early Years	PYP	MYP	DP
Ages	3–6	6–10	11–16	16–19
Structure	Play-based provocations	Six units of inquiry per year	Eight subject groups yearly	Six subjects + core
Signature milestone	Learning stories & portfolio	PYP Exhibition	Personal Project	Extended Essay & final exams
Assessment	Observation, no testing	Formative & summative, teacher-designed	Criterion-referenced (1–8)	Internal + external (1–7 per subject)
Certification	None (continuous record)	None (continuous record)	MYP Certificate (optional eAssessment)	IB Diploma (max. 45 points)

We hope this booklet has given you a thorough, honest picture of what an IB education involves at every stage. As always, the best way to understand what makes our school and the IB continuum distinctive is to visit us in person — we would be delighted to welcome you and your child to our campus.

ASSESSMENT ACROSS THE CONTINUUM

One of the most common questions from prospective parents is how the IB assesses students, since it looks quite different from more traditional, test-heavy systems, particularly in the earlier years. The table below summarises how assessment evolves in both purpose and form as a child progresses through the four programmes.

Programme	How Assessment Works
Early Years	Continuous observation, learning stories, developmental checklists, and portfolios; no testing
PYP	Teacher-designed formative and summative tasks, rubrics, portfolios, and conferences; periodic external benchmarking
MYP	Criterion-referenced assessment (1–8 scale) in every subject; optional on-screen eAssessment in the final year
DP	External examinations plus moderated internal assessment; each subject scored 1–7, for up to 45 total points

Across every stage, the IB draws a clear distinction between formative assessment — ongoing feedback that shapes the next steps in learning — and summative assessment, which measures what has been learned at the end of a unit or course. Even at Diploma level, where formal examinations matter most, formative feedback remains central to how teachers plan day-to-day instruction.

Reporting to Parents

Families receive regular, detailed reporting at every stage — typically a combination of written reports, digital portfolios that can be viewed at any time, and scheduled conferences. In the primary years, conferences are often 'three-way', actively involving the student in explaining their own learning to their parents; by the Diploma years, reporting includes predicted grades, progress against DP assessment criteria, and dedicated university counselling updates.

The Long-Term Value of an IB Education

Skills for University and Beyond

Because the IB continuum builds inquiry, research, and self-management skills deliberately from the Early Years onward, students typically arrive at university remarkably well prepared for independent study, extended research projects, and the self-directed time management that undergraduate life demands. Faculty at many universities specifically note the smooth transition IB graduates make into thesis-style and seminar-based learning.

A Genuinely International Outlook

Whether a family remains in one country throughout their child's schooling or moves several times, the shared philosophy, vocabulary, and structure of the IB continuum provide real continuity. Just as importantly, the programme's deliberate cultivation of international-mindedness prepares students to work, study, and live comfortably across cultures — an increasingly valuable skill in almost every career path.

Character Alongside Achievement

Because the Learner Profile is woven through every subject and every programme, families consistently tell us that the IB shapes not just what their children know, but who they become — more reflective, more willing to consider other perspectives, and more inclined to take thoughtful action in their communities.

OUR ADMISSIONS PROCESS

We aim to make joining our IB community as clear and welcoming as possible. While specific requirements vary slightly by year-group and programme stage, the process generally follows the steps below.

Step	What Happens
1. Enquiry	Families submit an initial enquiry form and receive detailed programme information
2. School Visit	A guided campus tour and classroom observation, tailored to your child's age group
3. Application	Submission of the formal application, including previous school records where applicable
4. Assessment / Getting to Know Your Child	An age-appropriate assessment or play-based observation, plus a family interview
5. Offer	Families receive an admissions decision and, where applicable, an offer of a place
6. Enrolment & Transition	Enrolment paperwork, orientation events, and a structured transition programme before the first day

Transitioning From Another Curriculum

Many of our families join us partway through the continuum, transferring from national curricula or other international programmes. Our admissions and academic teams work closely with incoming families to review prior learning, identify any areas needing additional support, and ensure a confident start — the IB's flexible, concept-based approach generally makes this transition smoother than families expect, particularly at the PYP and MYP stages.

Frequently Asked Questions

General Questions

- **"Is the IB recognised in my home country?"** — Yes, in the vast majority of cases; we are happy to provide country-specific recognition information for both the MYP Certificate and the DP Diploma during your admissions consultation.

- **"What if we need to move partway through the programme?"** — Because thousands of schools worldwide deliver the same IB framework, transitioning between IB World Schools is generally far smoother than moving between unrelated national systems.

- **"Does the IB suit children who thrive with more structure?"** — Yes; while the IB emphasises inquiry, every programme has clearly defined content, skills, and assessment expectations, and our teachers scaffold that structure carefully at every age.

- **"How much homework should we expect?"** — Homework increases gradually and purposefully across the continuum, from minimal in the Early Years to substantial independent study by the Diploma years, always calibrated to the child's developmental stage.

- **"Are IB students disadvantaged in university admissions compared to other qualifications?"** — On the contrary, admissions offices in most countries view strong IB results very favourably, often citing the breadth, independent research experience, and skills the Diploma develops.

- **"Can a child join the IB partway through, having studied a different curriculum before?"** — Yes; our academic team assesses each incoming student individually and puts a tailored transition support plan in place where needed.

- **"How is wellbeing supported given the programme's rigour?"** — Through dedicated pastoral staff, explicit teaching of self-management skills from the earliest years, and a whole-school culture, embedded in the Learner Profile itself, that values balance alongside achievement.

Glossary of Common IB Terms

Term	Meaning
ATL	Approaches to Learning — the five skill categories taught explicitly across all programmes
CAS	Creativity, Activity, Service — the DP core requirement outside the classroom
Central Idea	The single, conceptually rich statement a PYP unit of inquiry is built around
Core	The three required elements of the DP: TOK, the Extended Essay, and CAS
DP	Diploma Programme, for students aged approximately 16–19
EE	Extended Essay — a 4,000-word independent research essay required in the DP
Global Context	One of six real-world lenses through which every MYP unit is framed
HL / SL	Higher Level / Standard Level — the two depths of study for DP subjects
IB World School	A school formally authorised by the IB to offer one or more programmes
Learner Profile	The ten shared attributes of character and mind developed across all four programmes
MYP	Middle Years Programme, for students aged approximately 11–16
PYP	Primary Years Programme, for students aged approximately 5–12 (plus an Early Years phase from age 3)
Personal Project	The independent, self-directed culminating project of the MYP
TOK	Theory of Knowledge — the DP core course examining the nature of knowledge itself
Transdisciplinary Theme	One of six broad themes structuring every year of the PYP
Unit of Inquiry	A PYP block of integrated learning built around a central idea

Schedule a campus visit or reach out to our Admissions team with any questions

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EYP • PYP • MYP • DP

An education for the whole child, from age three to nineteen.

