



Eerde IMYC programme guide 2021-2022



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■ Kasteellaan 1 7731 PJ Ommen t] +31 (0)529 451 452 e] info@eerdeibs.nl i] www.eerde.nl KVK 08113



Contents:

Contents:	2
Curriculum in Lower Secondary:	2
What is IMYC	2
Subjects taught in IMYC	3
Connection with Cambridge Secondary 1	3
The IMYC process of Learning	4
Lessons and Program	6
Support	6
Length of the Program	7
Assessment and Grading	13
Assessment to improve learning explanation	14
The five main processes in assessment to improve learning	15
Cambridge Lower Secondary	15
Reporting	18
Maintaining the portfolio	18





Curriculum in Lower Secondary:

The International Middle Years Curriculum (IMYC) and Cambridge Lower Secondary are used in state, independent and international schools all over the world. At Eerde we have implemented both curriculums as we believe this is the best of both educational worlds.

What is IMYC

At Eerde the lower secondary classes use the IMYC program. The IMYC addresses the needs of middle years (11- 14 year old) students and helps them develop as 21st Century learners.

The programme addresses particular academic and social needs of students in this age group. Interlinking learning is important for the developing adolescent brain. The IMYC uses a specific process of learning (based on the way the brain learns) consistently across all subjects. This helps students with planning and organising. At Eerde we embrace this method, it provides the tools to address the needs of this specific age group. The IMYC provides the opportunity for students to be challenged in their individual learning as well as work cooperatively with peers. Students learning in the IMYC years will focus on a combination of academic, personal and international learning designed specifically to engage and inspire them. It will develop an inquiring mind and the personal attributes that will support them throughout their teenage and adult years. Furthermore they develop a sense of their own nationality and culture whilst at the same time developing a profound respect for the nationalities and cultures of others. IMYC equips students with knowledge, skills and understanding to confidently face the world of the future





Subjects taught in IMYC

Science, History, Geography, English, Art, Design Technology & Computing, PE, and Music. The IMYC topics present learning for students in a vibrant and meaningful way, which will help students make links between subject areas.

Connection with Cambridge Secondary 1

Math and English are the subjects that follow the Cambridge program. We consider these subjects to be the core subjects of our combined program. Of course they link as closely as possible to the IMYC concepts. At Eerde we believe that connecting both programs like this will enable the student to get the best education from both worlds.

The IMYC process of Learning

Learning with the IMYC follows six-week units based around a conceptual idea, called the 'big idea'. Students start with an entry point which activates their interest. A knowledge harvest will then activate prior knowledge on the concept. All learning activities will actively engage students to start making connections. Students link the learning in their different subjects through the big idea, considering what they're learning from personal, interpersonal and global perspectives. The learner has a central position in the process and students will be assessed on their knowledge skills and understanding related to the subject area and concept following a mini cycle of research, record, and reflection in each of the learning activities. The mini cycle ensures that learners can reflect on all learning opportunities as part of their regular subject learning and will occur many times and not just once. Action reinforces the importance of learners acting on their learning at different points in the unit so students can apply their learning in different ways to create positive change.

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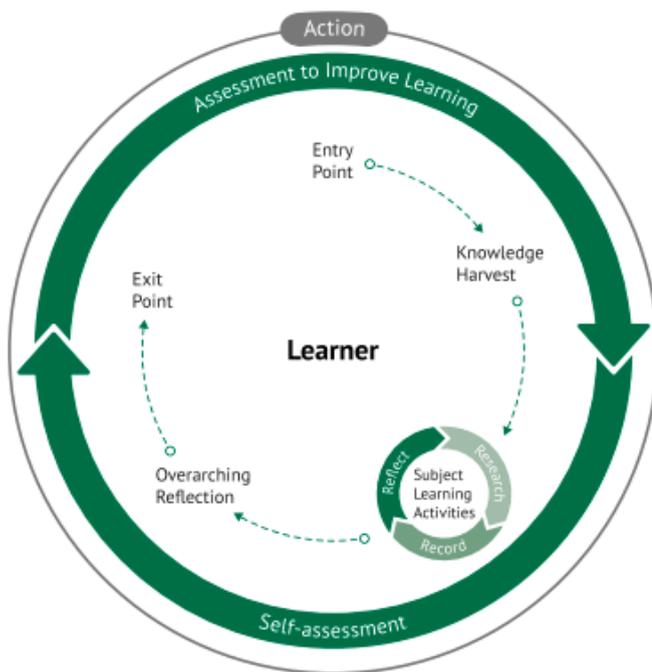


At the end of each six-week unit, students work individually or in small groups to create and present a media project that reflects their understanding of the ways their subject learning links to the big idea. This gives students the opportunity to express their own ideas through modern, creative media.

The IMYC 'Process of Learning' creates opportunities to connect learning and develop a personal perspective, to work with peers, to take risks in a safe environment, and to help students to become confident, independent and engaged learners. It also provides them with the necessary academic rigour and

transferable skills to prepare them well for IGCSE and the IB Diploma.

Considering all of this, we at Eerde also differentiate and embrace the talents and skills of every individual student. We are aware that building on talents can enhance the learning process and its effectiveness.



Eerde learner profile

The IMYC Program at Eerde International Boarding School is designed to set students upon the path to becoming young people who embody the Eerde Learner Profile:

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**Confident**

We develop confidence in our abilities and ideas, in order to work towards achieving our dreams and future aspirations.
We celebrate success and we feel proud of ourselves, each other and our school

**Reflective**

We identify our strengths and our areas for improvement
We reflect on our actions, our behaviour and our treatment of others

**Critical**

We examine evidence and use reason to arrive at conclusions.
We question assumptions, traditions, and conventional wisdom
We challenge and innovate, always striving to be independent thinkers

**Cooperative**

We value our community and strive to work together to help each other fulfil our potential as a school and as individuals
We understand that our community extends beyond the walls of our school to the local community and wider

**Caring**

We think of others and care about others' needs.
We are friendly, collaborative and build positive relationships
We take care of ourselves and value healthy lifestyles and choices

**Balanced**

We value personal and social development, as well as academic development
We strive to achieve a healthy balance between those areas of our lives that we value and those we need to develop

**Responsible**

We are ambassadors for our family, our friends, our school and our community
We consider our impact on the planet and society and strive to be responsible global citizens

**Diverse**

We seek to understand each other, recognising our similarities and celebrating our differences
We recognise that different values, traditions and customs can all be right, striving for a culture of mutual respect and tolerance

world





Lessons and Program

Each week, IMYC students take the following program of lessons:

English, Language arts/Literacy,	(4 lessons)
Mathematics	(4 lessons)
IMYC Science	(4 lessons)
History (humanities)	(2 lessons)
Geography (humanities)	(2 lessons)
ICT & computing	(1 lessons)
Music	(2 lessons)
Art and/or Drama	(2 lessons)
Physical Education	(4 lessons)
Tutor time	(1 lesson)
Languages	(2 lessons)
With special attention to:	
International mindedness & personal goals.	
Journaling and portfolio building	(ongoing)

All lessons are taught in accordance with the IMYC philosophy of learning, and thus emphasises inquiry, communication skills, cooperation, risk taking, and reflection. For English and Math, IMYC students follow the Cambridge Lower Secondary programme closely linked with the IMYC concepts.

Support

IMYC students are assigned a tutor who supports them in navigating all aspects of academic life at Eerde. Individual support is also made available to IMYC students who require it through Eerde's Learning support, staffed by qualified Learning Coaches, who are adept at providing personalised study support. This concatenation of factors means that Pre-IB students are provided with a peerless level of support and guidance during their period of study.

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Length of the Program

The IMYC program and Cambridge Lower Secondary English and Math programme lasts for three academic years. The programme is taught in the lower years of secondary, grade 6-8. Each year students will begin a new year level in August and complete the level in June. Learning goals are set and are well adjusted to other mainstream programmes ensuring an easy transitions with enrolments during the year.

Subject description

Below is a short description of each of the subjects, linked to the IMYC big idea, students take at Eerde International Boarding School.

Subject	Description
English and language arts	<p>Cambridge Lower Secondary English enables learners to communicate confidently and effectively and to develop the skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.</p> <p>In Language Arts students learn about the nature and use of the language of instruction. Students learn about:</p> <ul style="list-style-type: none"> • The skills which help them to use language effectively The meaning, use and form of language • How to enjoy and appreciate language • The knowledge, skills and understanding which students gain through their study of Language Arts can be viewed in terms of <ul style="list-style-type: none"> • Speaking and listening Reading • Writing • Language awareness • Drama
Mathematics	<p>The curriculum framework explores six content areas: number, algebra, geometry, measure, handling data and problem solving. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies</p>

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	<p>are also an important part of the number content. The curriculum focuses on principles, patterns, systems, functions and relationships, so that learners apply their mathematical knowledge and develop a holistic understanding of the subject.</p> <p>In Mathematics students learn about the nature and use of mathematical ideas and skills. Students learn about:</p> <ul style="list-style-type: none"> • The connections between what they learn and their everyday life Basic mathematical skills • Mathematical language • Applying what they learn to practical situations • Reflecting on their own mathematical activities and checking the accuracy of their results Recognising and using relationships, rules, patterns and structures • Describing the strategies of investigation and reasoning in their own words <p>The knowledge, skills and understanding which students gain through their study of Mathematics can be regarded in terms of</p> <ul style="list-style-type: none"> • Using mathematics • Numbers and algebra • Measurement and geometry Statistic
Science	<p>In Science, students learn about the animate and inanimate world around them. They will investigate the world and extend their knowledge, improve their skills and develop their understanding of the world through the specific disciplines of Biology (Life Science), Chemistry and Physics (Physical Sciences), together with the Science of the Earth and Solar System.</p> <p>The Science of Living Things will focus on the diversity of life, patterns, processes and relationships of living organisms. Life is self-contained, self-sustaining, self-replicating and evolving. It operates according to the laws of the physical world, as well as genetic programming.</p> <p>The Physical Sciences will emphasize that most earth systems depend at some level on physical and chemical processes and this can be described and explained by well-established physical laws and models.</p> <p>The primary teaching strategy used in the tasks is for students to learn fundamental scientific knowledge, skills and understanding through scientific enquiry. At the same time, we aim to develop the following dispositions in our students:</p>

	<p>1. Close observation of reality: the skill of paying close attention to interesting phenomena, and habitually to ask the question 'why'</p> <p>2. Develop student understanding of, and appreciation for, scientific exploration and measurement and all its complexities</p> <p>Students will be supported in achieving the above by:</p> <ul style="list-style-type: none"> • Developing their curiosity to pose scientific questions Investigating living things, materials and phenomena Gathering and testing data • Interpreting scientific evidence • Communicating scientific ideas • Making links between scientific activities, evidence and ideas <p>Discussing and debating:</p> <ul style="list-style-type: none"> • The way in which scientific ideas affect people's lives, the environment and other species • The cultural implications of scientific activities and ideas • The moral issues associated with scientific activities and ideas • Cause and effect
<p>Geography</p>	<ul style="list-style-type: none"> • In Geography students learn about places, environments and human behaviour. Students learn about: • Ways of finding out about places, environments and human behaviours • Environmental issues Interpreting geographical information • How places and environments are affected by natural processes and human activities • The characteristics of natural features and processes • How people organise their physical environment • The diversity of human activities – including economic, social, political and cultural activities The similarities and differences between places and environments • How their own lives and the lives of others are affected by geographical and environmental factors • How people and actions in different parts of the world affect one another



	<ul style="list-style-type: none"> ● Cause and effect ● The use of maps, atlases and globes and other geographical tools ● The geography of different localities around the world.
History	<p>In History students learn about the past in relation to the present Students learn about:</p> <ul style="list-style-type: none"> ● The techniques used to find out about the past ● The ways in which the past has been and continues to be recorded and interpreted How to reach conclusions about the past ● The lives of people in the past ● The cultural, political, social, economic and personal aspects of past societies The ways in which past societies have affected one another ● How the present is influenced by what people have done in the past ● How their own lives are affected by historical influences ● The similarities and differences between the past and the present ● The continuity and change in their own lives and in the history of peoples ● Cause and effect ● The history of the countries studied
ICT and computing	<p>Digital Literacy – Being able to select and use digital technologies responsibly, competently, creatively and critically</p> <p>Digital Science – Knowing about and being able to apply principles of abstractions, logic, algorithms and data representation</p> <p>Digital Tools – Being able to evaluate, use and apply digital tools analytically to solve problems</p> <p>Digital Design – Knowing about the functions and designs of digital systems and technologies as well as being able to design and create digital content and programs</p>
Additional languages	<p>In learning an additional language students learn to communicate in a language that is not their mother tongue. Students learn about:</p> <ul style="list-style-type: none"> ● How to communicate in a culturally appropriate way in an additional language. ● The cultural contexts of the additional language. ● The connections to other knowledge and disciplines.

	<ul style="list-style-type: none"> • The comparisons and contrasts between their mother tongue and the additional language which offer various ways to view the world. • Meaningful ways to participate in multilingual communities in situations outside the classroom <p>The knowledge, skills and understanding which students learn through their study of an additional language can be acquired through:</p> <ul style="list-style-type: none"> • Communicating, sharing ideas and finding commonalities with another person verbally or in writing • Comprehending information that is received by reading, watching or listening • Expressing information verbally, in writing or through demonstration • Using language to develop a deeper understanding of the multiple perspectives of the culture
Physical Education	<p>IMYC students follow Physical Education. The aim of the subject is to increase students' physical fitness and dedication to living a healthy lifestyle, and well as to facilitate the development of cooperation and a sense of fair play.</p>
Art	<p>In Art, students learn about visual and tactile expression and communication. They are taught:</p> <ul style="list-style-type: none"> • Expressing ideas, emotions, observations and experiences in images Developing creativity and imagination • Using colour, form, texture and patterns • Using materials and processes • Understanding, appreciating, respecting and enjoying other people's visual expressions The work of artists, craftspeople and designers from different cultures, including those represented in the host country • Functions of the visual arts in people's lives now and in the past.
Music	<p>Students study music at a level appropriate to their prior music experience and skill. The subject focuses on both theory and application.</p> <p>In Music students learn about musical expression and communication. Students learn about:</p>



	<ul style="list-style-type: none"> • Expressing emotions and experiences in images Developing creativity and imagination • Performing by singing and playing instruments Musical composition • Appreciating, respecting and enjoying musical compositions and performances The work of musicians from different cultures and countries • The functions of music in people's lives now and in the past
International mindedness	<p>International learning goals help 11-14 year olds develop a sense of their place in the world. They learn about other people and cultures, and continue to become more internationally.</p> <p>It develops the skills of research, analysis, evaluation, reflection, collaboration and communication.</p> <p>International mindedness involves helping students develop the following traits:</p> <ul style="list-style-type: none"> • How to acquire knowledge and understanding of what lies beyond their own nationality • How to understand the independence and interdependence of peoples, countries and culture • How to adapt to other educational systems • How to develop both a national and international perspective • The host and home countries • The countries representing the population of students in their school • Other countries studied in each subject • How to maintain an appreciation for the ideas and cultures outside of one's own
Dispositions And international mindedness	<p>Personal goals refer to those individual skills and qualities we believe students will find essential as they move into adulthood. 11 to 14 year olds have very different needs to primary or senior learners as they seek personal meaning and connectedness. The IMYC addresses these crucial personal needs: to make sense of student's learning, active involvement with their peers and to make connections.</p>





Throughout their study of the IMYC and all other aspects of their lives, students learn the personal and social skills they need to develop into healthy and productive citizens of the world. Through the IMYC, students learn about the personal qualities of:

- Enquiry
- Adaptability
- Resilience
- Morality
- Communication
- Thoughtfulness
- Cooperation
- Respect

These goals are embedded throughout the whole curriculum and in all other aspects of school life.





Assessment and Grading

In the IMYC knowledge, skills and understanding are thought of as different types of learning experiences, or learning types, and are therefore planned, taught, learned, assessed and reported on accordingly. Assessment is balanced and rigorous to make sure that the students have learned what we planned for them to learn.

In the IMYC assessment to improve learning is used. This is a formative assessment process and is therefore ongoing. Learning goals are the key element for the lesson to be based on. There are knowledge, skills and understanding learning goals. A skill can be assessed at a beginning, developing, mastering or innovation level. The mastering level is the level we hope students to be at the end of the milepost whereas the innovation level describes advanced skills and performance above and beyond what is expected. Knowledge will be assessed through formal and summative knowledge tests which are created by the teacher. Self-assessment focuses on the importance of learners assessing their own learning, using rubrics and other appropriate methods. Assessing understanding is multifaceted and cannot necessarily be evaluated in the same way for each learner. Assessing understanding involves any or all of the following at different times and as appropriate:

- A collection of evidence over time
- Teacher judgement
- Open ended task construction
- Application of thinking skills
- A certain breath of knowledge so that connections can be made
- Multiple opportunities that are designed in different ways

Portfolio assessments and exit point presentations will happen after each unit of work. This is where students can show their understanding of the concept and their learning. Portfolio assessment will be marked with a pass or fail. Students are responsible for keeping a portfolio of all learning and work following the criteria provided.





Assessment to improve learning explanation

There are lots of different ways to assess a learner. This includes formal testing. However, a teacher will use a variety of formal and informal assessment activities throughout the learning process. Any activity which checks how well a student is learning is assessing that student's learning. Information from these assessment activities is used to adapt teaching and learning approaches, which leads to improvements in learner outcomes.

Assessment to improve learning is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

One way of thinking about Assessment to improve learning is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this. Self-assessment and peer assessment focuses on the importance of learners assessing their own learning, using rubrics and other appropriate methods and is vital in the process

Assessment to improve learning involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.

The five main processes in assessment to improve learning

There are five main processes that take place in assessment to improve learning:

(i) Students understand what *successful* work looks like for each task they are doing. They know and are familiar with their learning goals.

(ii) *Questioning* enables a student, with the help of their teacher, to find out what level they are at.





(iii) Students become more independent in their learning, taking part in *peer assessment and self-assessment*.

(iv) The teacher provides *feedback* to each student about how to improve their learning.

(v) *Summative assessments* (e.g. the student's exam or portfolio submission) are also used formatively to help them improve.

Portfolios:

Portfolios are used to monitor an ongoing learning process in IMYC. This is where students can show their understanding of the concepts and their learning. Students are responsible for keeping a portfolio of all learning and work following the criteria provided. They will keep track of the achievement of learning goals and teachers are to make sure a student is maintaining the portfolio to the standards asked.





Cambridge Lower Secondary

To ensure an ongoing process throughout the school career of a student, summative assessment for Math & English will take place using the test materials of Cambridge Lower Secondary and learners will receive a statement of achievement through Cambridge Lower Secondary after grade 8. English will link closely to the IMYC and will adhere to the portfolio protocol.

Students are assigned a grade for summative assessment tasks, portfolio and presentation in the Exit-point. The grading system in the IMYC/Cambridge Lower Secondary Program is outlined below:

Subject	Grading	Rubrics
English	20-100%	Cambridge progression test, Cambridge Lower Secondary examination
Mathematics	20-100%	Cambridge progression test, Cambridge Lower Secondary examination
Science	E-A Beginning, developing mastering or innovating level	Assessment to improve learning learning+ School-created tests
ICT/computing	E-A Beginning, developing mastering or innovating level	Assessment to improve learning learning+ School-created tests
Geography	E-A Beginning, developing mastering or innovating level	Assessment to improve learning learning+ School-created tests
History	E-A Beginning, developing mastering or innovating level	Assessment to improve learning learning+ School-created tests
Art	E-A Beginning, developing	Assessment to improve learning learning+ School-created tests





	mastering or innovating level	
Physical Education	E-A Beginning, developing mastering or innovating level	Assessment to improve learning+ School-created tests
Music	E-A Beginning, developing mastering or innovating level	Assessment to improve learning+ School-created tests
Exit point Presentation	Pass/Fail	School-created tests
Portfolio	Pass/Fail	School-created tests

Skill assessment	Knowledge/ Understanding assessment	Percentage	Effort
Innovating (Excellent)	A*	100	Excellent
Mastering (Very good)	A	90	Very good
Mastering (Good)	A-	85	Good
Developing (OK)	B	80	OK
Developing (Satisfactory)	B-	75	Satisfactory
Developing (Sufficient)	C	70	Sufficient
Beginning (Below Sufficient)	C-	60	Below sufficient





Beginning (Insufficient)	D	50	Insufficient
Beginning (Below expectations)	D-/ E	40 or lower	Below expectations

Reporting

IMYC Student progress is reported four times a year. The reporting schedule is below:

Mid October	Grade and small comment
Mid December	Grade and comment
Mid March	Grade and small comment
Mid June	Grade and comment

Maintaining the portfolio

Portfolios:

Portfolios are used to monitor an ongoing learning process in IMYC. This is where students can show their understanding of the concepts and their learning. Students are responsible for keeping a portfolio of all learning and work following the criteria provided by their subject teacher. Together with their teachers students will keep track of the achievement of learning goals and teachers are to encourage the students to maintain the portfolio to the standards asked.

Outline:

The portfolio (Google sites) has a page per IMYC unit (concept) with sub-pages per academic subject. There is also a page for the entry and exit points. The front page is the students personal page where their personal learner profile is visible (in conjunction with the school learner profile and the personal goals of the IMYC).





Per unit each teacher plans a minimum of 3 to 6 assignments/tasks to be uploaded in the portfolio.

These assignments/tasks are shared with the student before they start the unit (assessment calendar). Summative tasks are also put in the assessment calendar and shared before the unit starts, they are uploaded in the portfolio (teachers choice).

Teachers use the 'assessment to improve learning' process and provide feedback and feedforward on the tasks/assignments. This is visible in the students reflections on learning.

Each lesson will provide space for reflective journaling. This space will be used as a moment to reflect on the learning that has taken place and journaling questions will be answered and are written/visible in the portfolio in conjunction with the task and learning goals. The students state what they 'learned' and refrain from what they 'did'.

Before students hand in their portfolio they have a 'portfolio check' with one of their peers, students give each other feedback on how to improve each other's portfolio before handing it in to the teacher.

Teachers will assess understanding during the presentation of the portfolio and exit point presentation.

Portfolio assessment will be marked with a pass or fail. When a student fails the portfolio assessment or presentation they will get a second chance to enhance their portfolio presentation with extra learning advice from the teachers.

Teachers will keep track of the portfolio development in their subject

The portfolio is commented on in the reports, constructive points of improvement are mentioned. The portfolio is not to be graded with a mark. The student can pass or fail, in case it is a fail they will have to enhance it until it is up to standard.



GRADE 6:

 <p>Adaptability</p>	<p>15th august Entry point</p>	<p>29th October Unit should be finished</p>	<p>25 st October exit point assignments and portfolio assessment</p>	<p>9 weeks +1 www</p>	<p>Adaptability Adaptability is demonstrated by the ability to change, alter or cope with new environments or circumstances.</p>
 <p>Discovery</p>	<p>1st November January Entry point</p>	<p>21st Jan Unit should be finished</p>	<p>17 th January exitpoint assignments and portfolio assessment</p>	<p>9</p>	<p>Discovery Finding out new things is a human driver and affects things for better or worse.</p>
 <p>Consequences</p>	<p>24th January Entry point</p>	<p>1 st April Unit should be finished</p>	<p>28th March exitpoint assignments and portfolio assessment</p>	<p>9 weeks + 1 WWW</p>	<p>Consequence Very few actions are neutral. Most actions create impact or change that then have to be dealt with.</p>
 <p>Resolution</p>	<p>25th April Entry point</p>	<p>12th June Unit should be finished</p>	<p>19th June exitpoint assignments and portfolio assessment</p>	<p>10 + WWW weeks</p>	<p>Resolution Problems, disputes and contentious issues can sometimes be satisfactorily solved or resolved.</p>

GRADE 7/8:

 <p>Identity</p>	<p>15th august Entry point</p>	<p>29th October Unit should be finished</p>	<p>25 st October exit point assignments and portfolio assessment</p>	<p>9 weeks +1 www</p>	<p>Identity Our sense of self, and that of others, is continually developing through our different interactions and impacts on how we exist in the world.</p>
 <p>Community</p>	<p>1st November January Entry point</p>	<p>21st Jan Unit should be finished</p>	<p>17th January exitpoint assignments and portfolio assessment</p>	<p>9</p>	<p>Community A shared sense of belonging occurs when people are able to negotiate and appreciate their complex, often messy, differences.</p>
 <p>Justice</p>	<p>24th January Entry point</p>	<p>1st April Unit should be finished</p>	<p>28th March exitpoint assignments and portfolio assessment</p>	<p>9 weeks + 1 WWW</p>	<p>Justice A fair society is organised so that no one suffers unduly for the benefit of others.</p>
 <p>Interpretation</p>	<p>25th April Entry point</p>	<p>12th June Unit should be finished</p>	<p>19th June exitpoint assignments and portfolio assessment</p>	<p>10 + WWW weeks</p>	<p>Interpretation Only a very few things are true for all people</p>