

# Information for Primary Parents

**How different is OBS from public Upper Schools?**

**How different is the Swiss Matura from a Cantonal Matura and from IB?**

18<sup>th</sup> January 2018

# Programme

- 1 Seven reasons to choose OBS Upper School
- 2 The advantages of teaching Sek A and Gymnasium together
- 3 Transfer conditions for Upper School
- 4 Differences between „Hausmatur“ (cantonal), „Eidg. Matur“ (Swiss) and IB

# Seven reasons to choose OBS Upper School



**No entry test**

**More time for the decision**  
Matura or IB?

**Individual challenge**  
Sek A / Gymnasium goals but in the same class



**Specific language programme**  
for multilingual children

**Evaluate learning strategies**  
with own **coach**

**Learn how to plan**

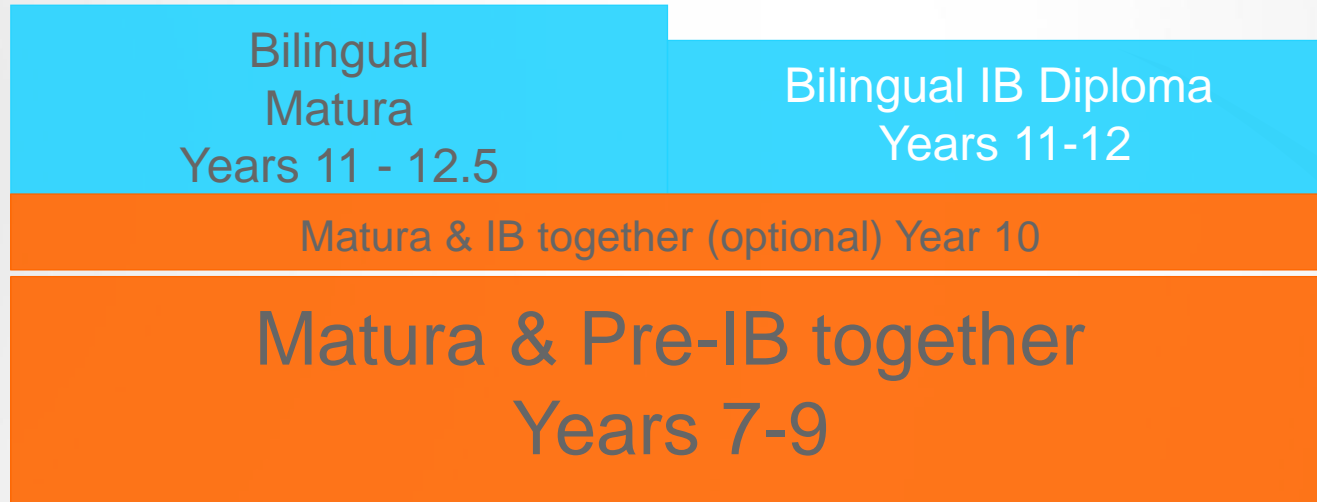
**Gymnasium teachers**

# 1. No entry test for OBS Upper School

**Public and private** schools in the Cantons ZH and SZ which offer a Cantonal Matura „**Hausmatur**“ must organise an **entry test** e.g. KSA Pfäffkon, Stiftschule Einsiedeln or SIS.

As OBS is preparing its students for the Swiss Matura Exams („**Eidgenössische Matur**“) we can design our own transition policy. Like public schools our transition decision is based on our 6th Grade student's **grades**. However, we do take into consideration that our students are multilingual. This massively reduces the transition stress of students.

## 2. Decision: IB Diploma or Matura



final decision regarding Swiss Matura or IB to be made at end of Year 9

### 3. Individual challenge through Sek A / Gymnasium goals



- clear difference between Gymnasium and Sek A expectations
- criteria-based and goal-oriented learning nurtures motivation
- next proficiency level always visible on the learning platform  
-> challenge for all students at any time
- same tests for Sek A and Gymnasium; more gentle marking for Sek A level  
-> helpful for not 100% bilingual students

## 4. Specific language programme for multilingual students

### Multilingual children need a specific language acquisition programme.

The effort parents do for the language acquisition of their children is massively underestimated: a 6-year-old child has been listening to his mother tongue for around 17'500 hours and vocalizing it for 2'200 hours, which makes up to **20'000** hours.

In a 50:50 bilingual Primary School, a child will have **3000** hours of teaching in German (or in English), means 7 times less. To become „functionally multilingual“, those children therefore need time until Matura, despite the fact that they sound like native speakers very soon.

OBS Upper School teachers have developed a specific **Grammar programme** for multilingual children in Year 7-9. In addition, we've seen that **Latin** can be used as an „umbrella“ above all languages, which allows a deeper understanding of language structures. The students can literally feel how their language competence is growing.

## 5. Individual Coaching



- Individual meetings
- On average every 14 days for 20 mins
- Evaluation of learning strategies
- Learning path is tailored to each student
- Coach is the contact person for parents
- Advisor regarding suitable diploma choice



## 6. Learn how to plan



- Coaching
- 15 min planning time  
Tuesdays -Fridays in coaching groups
- Planning calendar is shared with the coach
- Exam calendar online
- Learning always relates to objectives
- Learning Journal
- Materials always accessible

## 7. Teachers: Experts and Coaches

At a Swiss **Secondary School** (like SekPro Pfäffikon SZ) the **Sek teachers** must have studied 4 subjects at the PH for the Years 7-9.

At a Swiss Secondary School a child therefore has 3 different teachers at the same time.

At a Swiss **Gymnasium** the teachers must have graduated with a **Master** in **one** subject (new: they can graduate in a 2nd subject as well).

After a 1.5-year teacher-training they must obtain a 2nd **Master in Didactics** for the Years 7-12. A child at a Swiss Gymnasium therefore has 12 teachers at the same time.

At **OBS Upper School** we have **merely Gymnasium** teachers; but we are eager for **subject combinations** like Geography and History, Math and Physics, Biology and Chemistry. Our teachers are therefore **experts** in their subject **and** therefore can build a strong **relationship** with the students.

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# Sek A and Gymnasium together: How does it work?

**All students** (Sek A and Gymnasium) are

- taught **together**
- by the **same teacher**
- at the **same time**
- in the **same room**

**All students** have access to the **Sek A and Gymnasium material**. They can choose which resources will best help them achieve their goals.

# Sek A and Gymnasium: objectives

The **learning goals** are clearly marked depending on their level of educational requirements.

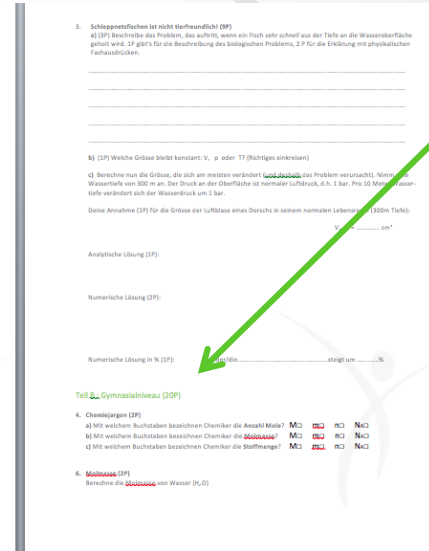
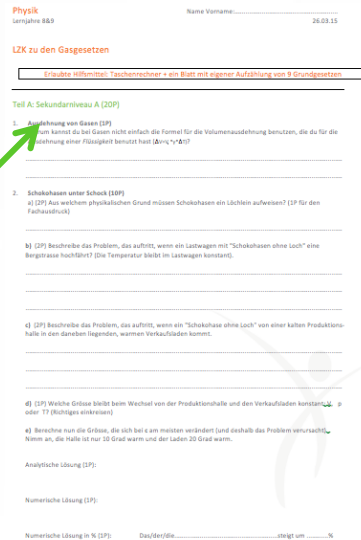
Each student always sees **all** learning objectives. e.g. in Arts:

| Sek A Objectives   |
|--|
| I understand the system of the colour wheel.   |
| I understand the names of the colours in the colour wheel.   |
| I am able to mix the colour effectively with confidence.   |
| I have completed a carefully considered colour wheel on acrylic paper, which shall be used as a reference guide (this has been labeled and presented effectively). |
|  |
| Gymnasium Objectives   |
| I am able to mix lighter tones of the colours and reference this effectively within the colour wheel.  |

# Sek A and Gymnasium: sectioned tests

All children can see the Sek A and Gymnasium objectives in the **assessments** as well. Gymnasium level students **have to** answer all questions, Sek A students are allowed to try everything (and usually do).

e.g. the Gymnasium section in this assessment on gas laws starts at the bottom of page 2 (and continues for another 2 pages)



# Sek A and Gymnasium: different achievement requirements

When we assess student work, we write **two marks** on their work: One mark is the mark the student would have received in Sek A, the other is the mark for Gymnasium. The student and teachers know which mark will appear in the report but classmates do not. This allows children to discuss the question with classmates and keep their level a secret.

|                    |            |                   |            |                          |
|--------------------|------------|-------------------|------------|--------------------------|
| <u>Auswertung:</u> | <b>18P</b> | <u>Sek A:</u>     | <b>18P</b> | / 20P = 90% = <b>5.5</b> |
|                    |            | <u>Gymnasium:</u> | <b>18P</b> | / 25P = 72% = <b>4.6</b> |

In this example, the Sek A student has done very well but also sees how he would have fared at the Gymnasium level. This additional information provides valuable feedback for students, coaches and parents.

# Sek A: Help for not yet fully bilingual Gymnasium students

## Why do we assign not yet fully bilingual students with Gymnasium potential to Sek A level?

Work produced in a foreign language is not assessed **more leniently** in immersive lessons. Therefore children who are not fully bilingual at the beginning might receive marks that jeopardise their progression in the subjects which get taught in their weaker language. For this reason children who are not fully bilingual in Grade 6 are automatically assigned to the Sek A level but receive the same amount of challenge because they are taught together with the Gymnasium students.



# Further Advantages for Gymnasium Students



**Kurz-Gymnasium: Jeder Fünfte fliegt in der Probezeit raus** TagesAnzeiger, April 23<sup>rd</sup>, 2016

Public Gymnasium in Zürich

**20% of Year 9 Gymnasium students must leave after trial period.** Why?

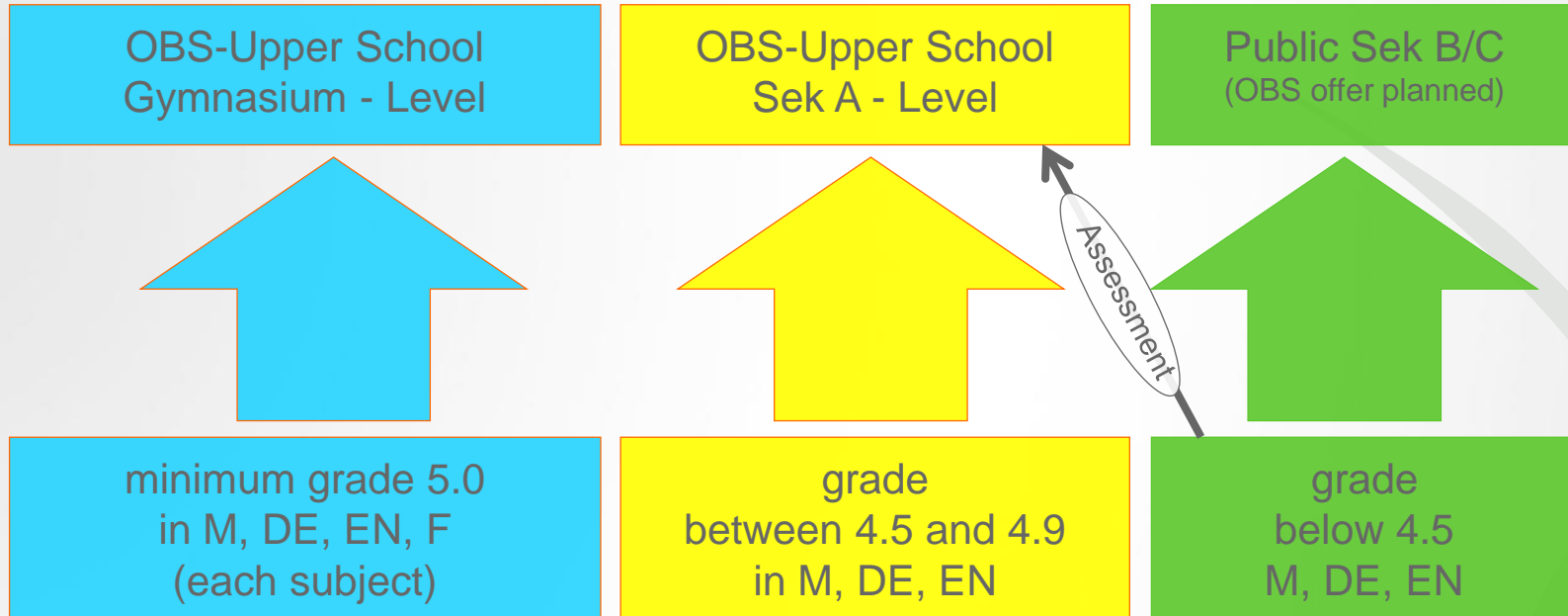
**Academic potential alone is not enough!** The following dispositions are essential for success in a Swiss Gymnasium: **Self-motivation, curiosity, diverse interests** (languages, humanities, sciences, maths, arts), **diligent approach to studies, ability to focus, attention to detail.** It takes time to develop those qualities.

At OBS we provide a **supportive and holistic** environment, where the well-being of every child is nurtured: the annual possibility for progression, instead of a trial period, allows time for students to mature to enable them to make a suitable choice in Year 9 (IB, Matura or apprenticeship).

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# Placement in Grade 6 based on January Report



# Promotion is possible every year



Sek A level students' **Maths, German, English and French** marks are reviewed **at the end of Years 7, 8 and 9** to check whether they have achieved an unrounded progression mark of **5.0** in each subject. If so, they can choose to progress to Gymnasium level in the next school year.



**Moving from Gymnasium to Sek A**, however, only occurs in August **at the child's express request** and in consultation with the parents. This happens when some children cannot deal with the pressure to achieve high marks. In general, moving from Gymnasium to Sek A results in an improved average mark (**0.5 better**).

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# Internal Matura vs Swiss Matura

Commonly referred to as?

Institution?

Entry test?

Split examination?

Number of Matura examinations?

Pre-grades?

Possibility to repeat?

## Cantonal Matura

"Hausmatura"

A Gymnasium recognised by the federal government and the EDK (e.g. Einsiedeln)

Yes, Cantonal Entry Exam after Gr. 6/8

No

5 subjects plus Matura thesis; the final grades in the other subjects count as the Matura grades

Count for 50%

The entire year must be retaken. If the examination is repeated, all grades higher than a 5 from the first examination are recognised.

## Swiss Matura examinations (OBS)

"Swiss Matura"

Private Matura schools

No, school specific entry regulations

Yes: February Year 12/February Year 13

12 subjects plus Matura thesis

Don't count, with one exception: Extended Essay

Only examinations graded lower than a 4 must be retaken. Classes do not have to be attended again. Second attempt can be made after 6 months. Examinations graded with a 4 or 4.5 can also be retaken upon request.

# Gymnasium Matura: Short- and long-term gymnasium models



In some Cantons, such as ZH and SZ, access to secondary school Matura is only possible after a selective entrance examination. The examination can be attempted in **Years 6, 8 or 9**.

**Long-term Gymnasium model:** Entrance after Year **6** with **Latin** as a **compulsory subject** (at OBS it is optional). Long-term Gymnasium model is not offered in all Cantons due to financial reasons or to foster social diversity. The long-term Gymnasium model was abolished in Canton Schwyz; therefore only private institutions such as **Einsiedeln** or **OBS** still offer the model.

**Short-term Gymnasium model:** Entrance after Years **8** or **9**, Latin optional. Students attend a so-called **Sekundarschule** (secondary school) in Years 7, 8 and 9.

The **entrance examinations** are organised by the **Canton**; students take the examinations in the respective Gymnasiums where they are marked by the teaching staff. In order to promote fairness between the marking schools, staff are provided with marking grids and average values that may not be exceeded. Depending on the cohort, this can lead to distortions if for example the cohorte average in German at one school has to be downgraded after correction.



# The 2 diploma options at OBS

## Swiss Matura Central Exams

### Very broad qualifications

Access to all degree programs in Switzerland

irrespective of final grades

### Examinations over the course of 2 years:

Feb. Year 12: **6 subjects**

Feb. Year 13: **6 subjects + Extended Essay = 12 subjects**

OBS offers three profiles:

- A) Biology & Chemistry
- B) English/Italian
- C) English/Latin

Central examination

Some subjects weighted more strongly than others

## IB DP

### Broad qualifications

**High IB result required** to enrol at a good university: UK: between 34 and 38 points, ETH 38-42 required plus B2 Goethe Certificate and a certain subject combination: Language HL, Maths (HL/SL), Science (HL), and 3 other subjects (SL) in social science, science or language.

### Examination after 2 years:

**6 subjects:** 3 at Matura level and 3 at "standard" level in Mathematics, English, one foreign language, one science, one social science and one further subject

Additional requirements:

- extensive paper
- subject: epistemology
- **CAS programme:** Creativity, Action and Community Service



# OBS Upper School

- **Bilingual**  
with individual challenge level
- **Supportive environment**  
with highly qualified teachers
- **Respectful learning atmosphere**  
makes learning enjoyable

