



Sheikh Zayed International Academy - Islamabad

أكاديمية الشيخ زايد الدولية - إسلام آباد

International Baccalaureate®



Middle Years
Programme



Assessment

MYP GUIDE

FOR THE SZIA SCHOOL COMMUNITY



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IB MYP OBJECTIVES AND ADVANTAGES

The International Baccalaureate Middle Years Program (IB MYP) is an internationally acknowledged course of study designed to meet the educational needs of students between 11 and 16 years of age. It provides rigorous academic challenges and life skills appropriate to adolescents. The IB MYP is authorized independently which gives each school flexibility in determining what the program will look like for its community.

The Program:

1. Encourages international - mindedness in students, starting with a foundation in their own language and culture.
2. Places a premium on holistic interdisciplinary learning.
3. Encourages a positive attitude toward learning by challenging students to solve problems, show creativity, resourcefulness, and participate actively in their communities.
4. Reflects real life by providing a framework that allows students to see connections among subjects, and between the subjects and real issues.
5. Supports the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression.
6. Emphasizes, through the IB Learner Profile, the development of the whole student physically, intellectually, emotionally, and ethically.

What are the advantages of an IB education?

1. IB World Schools are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
2. IB teaching methods and curricula are research - based and drawn from the best educational practices from systems around the world.
3. IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking. SZIA's teachers regularly participate in MYP-related professional development workshops as well as IB-recognized workshops and conferences.
4. IB Programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.

The IB MYP Student and the Learner Profile

The aim of all IB programs is 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. IB learners strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

RISK-TAKERS (COURAGEOUS)

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourced and resilient in the face of challenges and change.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

BALANCED

We understand the importance of balancing different aspects of our lives: intellectual, physical, (spiritual) and emotional - to achieve well - being for ourselves and others. We recognize our interdependence with other people and with the world we live in.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

Subjects – IB Middle Years Programme

The IB MYP has a core composed of eight subjects. Once fully implemented, each student in the IB MYP is expected to have access to all subjects each year (all 8 subjects for grades 6 & 8; at least 6 subjects in grades 9 & 10). The programs and standards of those subjects will be met in a variety of ways. SZIA will continue to work to provide options to support all learners.

The IB MYP subjects are:

Language and Literature (English, Urdu)

Language Acquisition (Chinese, English, Urdu, Arabic)

Mathematics

Sciences

Individuals and Societies

Design

Physical & Health Education

Performing Arts & Visual Arts

The IB MYP focuses on learning conceptually. Since implementation began, teachers of students in Grades 6-10 have participated in IB MYP training and professional development activities.

What do IB MYP classes look like?

While many of the following characteristics are evident in SZIA classrooms now, our teachers continue collaborating to increase the following in all classrooms:

- Inquiry based student-centered learning
- Evidence of guiding questions posted in classrooms
- Opportunities to practice critical and creative thinking
- Instruction inspired by real world problem solving
- Interdisciplinary focus
- Connections to the IB learner profile

As an IB continuum school offering the MYP, Sheikh Zayed International Academy (SZIA) implements the **MYP Year 1-5 model:**

- Year 1 = 6th Grade
- Year 2 = 7th Grade
- Year 3 = 8th Grade
- Year 4 = 9th Grade
- Year 5 = 10th Grade

MYP ASSESSMENT

To measure what students have learned and to monitor their progress, IB teachers use a range of assessment strategies including formative assessments that provide ongoing feedback that can be used by instructors to develop their teaching and by students to identify their strengths and weaknesses, and target areas that need improvement. Teachers use summative assessments which are internationally benchmarked for middle school students and are criteria-related.

What are MYP criterion-based assessments?

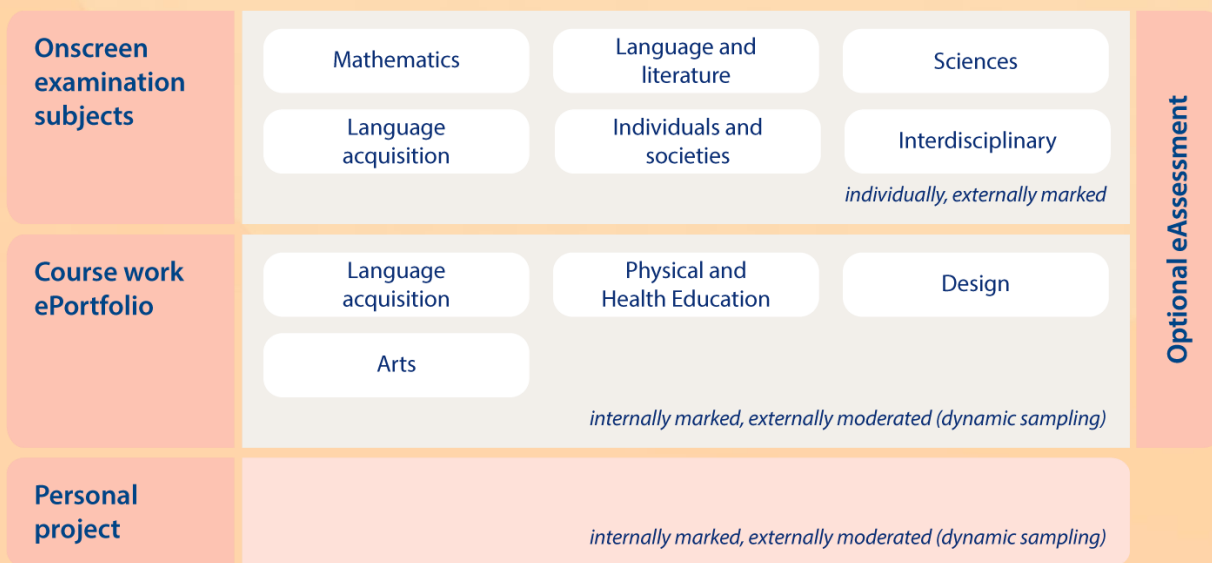
Criterion-based assessments are used to determine whether each individual student has achieved the desired results of a specific skill or concept in a given task or learning scenario through performance. SZIA uses MYP subject - specific assessment which supports individual student learning journeys and lends itself to differentiation. SZIA's assessment practices are concerned with finding out how much a student knows before instruction begins and after it has finished. SZIA uses MYP year 1 criteria for 6th grade assessments and MYP Year 3 for 8th grade assessments and MYP Year 5 criteria for 9th and 10th grade assessments. The assessments for 7th grade (MYP Year 2) are an age - appropriate combination of MYP Year 1 and 3 criteria used at the discretion of the subject-area teachers. There are four MYP criteria for each subject. Annually, in every year of SZIA's MYP model, all four criteria will be addressed in each subject and all supporting criteria strands will be addressed at least twice. MYP criteria in all eight MYP subjects will be posted on SZIA's website for parent reference.

SUBJECT AREA	A	B	C	D
Arts	Knowing & understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
Individuals & Societies	Knowing & understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language & Literature	Analysing	Organising	Producing text	Using language
Mathematics	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical Health & Education	Knowing & understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing & understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Personal Project	Planning	Applying skills	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	

MYP ASSESSMENT AND PERSONAL PROJECT

External moderation of the Middle Years Programme (MYP) personal project is mandatory in year 5. At the same time, students can be registered for optional E-Assessment in all other elements of the programme in year 5 - with students earning a formal, internationally recognised certificate if they meet the success criteria.

MYP E-Assessment is a reliable, globally consistent and highly innovative assessment model that helps achieve greater student outcomes and provides greater quality assurance and recognition for International Baccalaureate® (IB) World Schools.



Benefits of E-Assessment

Through E-Assessment, students enjoy a richer experience during their final years of MYP study, as their teachers have access to a greater range of contemporary stimulus material and media content for questioning and discussion.

Through the use of technology and the focus on deeper levels of understanding, the examination process is an engaging, positive experience for students, while ePortfolios provide a stimulating and structured final unit of study. E-Assessment is therefore an appropriate and natural culmination of a student's time in the Middle Years Programme (MYP).

E-Assessments provide a rigorous and standardized summative assessment to motivate teaching and learning. It is perfect for schools and parents who need external verification of student achievement, or for school districts to measure programme impact

SZIA'S FUTURE SCOPE

For the next year, we at SZIA will focus to:

1. Expand the use of IB MYP criteria to assess students, multiple times each year in all subject areas in MYP Years 1-5.
2. Implement the interdisciplinary units in each of the MYP years (Grades 6-10).
3. Continue offering professional development to teachers and supporting their collaboration within and across disciplines.
4. Expand the number of service learning opportunities offered to students as part of their regular curriculum across the subject areas and across the MYP years.



ADDITIONAL INFORMATION

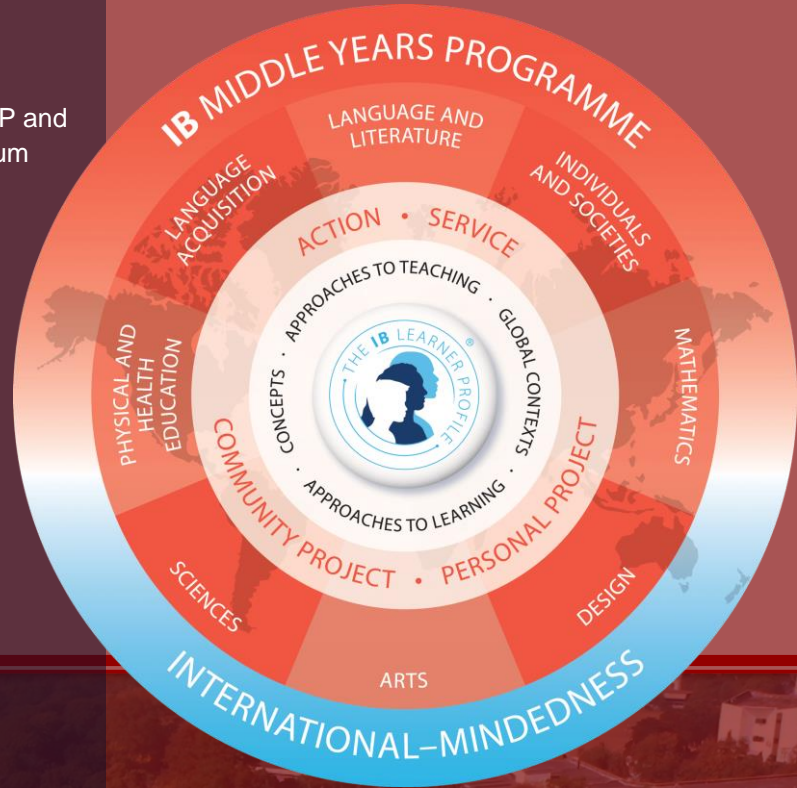
Helpful Websites:

www.ibo.org

IB organization website includes information on the IB MYP and the IB Diploma, university recognition policies, curriculum materials, and many supporting documents.

www.ibmidadatlantic.org

Regional organization IB schools that includes links of to other IB schools and programs.



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IB Middle Years Programme Subject Brief

Design

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement —essential qualities for young people today.

Interdisciplinary teaching and learning build a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers e-Assessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2-hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an e-Portfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).

I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP e-Assessment

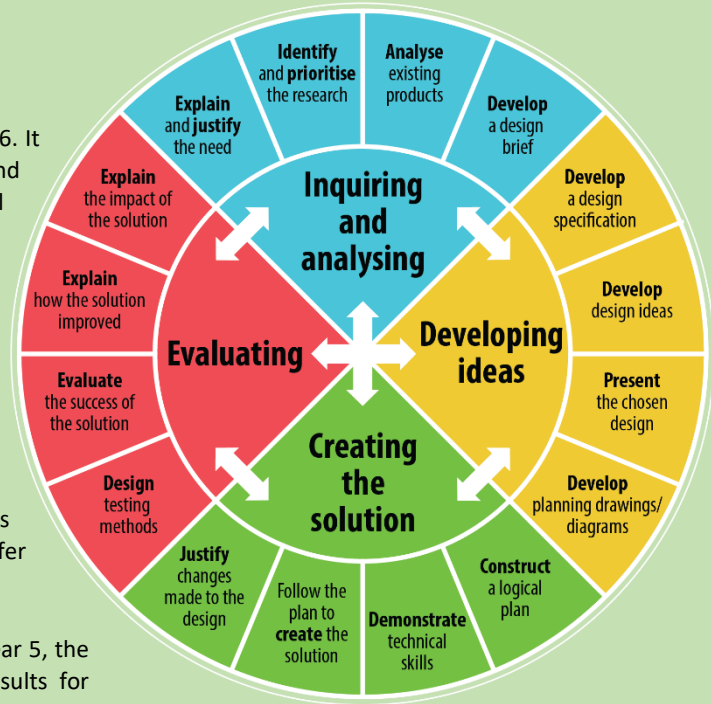
I. Course description and aims

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students’ awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:



- enjoy the design process, and develop an appreciation of its elegance and power

- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others’ viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

II. Curriculum overview

The MYP promotes **inquiry** in design by developing **conceptual understanding** within **global contexts**.

Key concepts such as *communication, communities, development and systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP design include *adaptation, ergonomics, sustainability and innovation*.

Students explore key and related concepts through MYP **global contexts**.

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

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based

curriculum explores factual, conceptual and debatable questions in the study of design.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP e-Assessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each design objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Inquiring and analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

Criterion B: Developing ideas

Students write a detailed specification, which drives the development of a

solution. They present the solution.

Criterion C: Creating the solution

Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.

Criterion D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

IV. MYP e-Assessment

Students seeking IB-validated design course results must demonstrate their achievement of the subject group's objectives by submitting an e-Portfolio.

Students are presented with a **design situation** from which they

identify a challenge or problem; research, develop and create a product or solution; and evaluate its success. The submitted e-Portfolio is comprised of a **design project** presented as a complete **design folder** that contains a **design brief** and **specification**.

MYP design courses are formally assessed as **product design, digital design** or **combined digital and product design**.

MYP e-Portfolios are marked by students' classroom teachers against published criteria for MYP year 5. In each exam session, the IB moderates a sample of e-Portfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP design e-Portfolio tasks are aligned with understanding and skills that prepare students for high levels of achievement in the IB Diploma Programme's **design technology** course.

The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

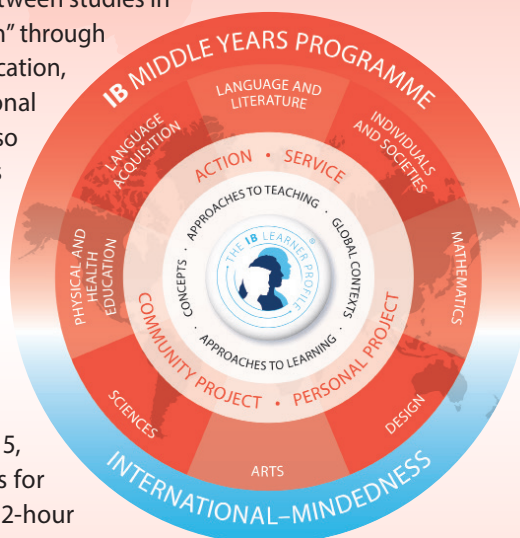
Arts

For use from: September 2022 / January 2023

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2-hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics, and interdisciplinary learning. They must also submit an ePortfolio in language acquisition and in one of the following: design, arts, or physical and health education. Finally, they must complete a moderated personal project, and complete school-based expectations for service as action (community service).



I. Course description and aims

The arts in the MYP seek to stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. The arts challenge and enrich personal identity, and build awareness of the aesthetic in a real-world context. Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world.

The MYP values the processes of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

The aims of MYP Arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

II. Curriculum model overview

The MYP promotes inquiry in the arts by developing conceptual understanding within global contexts.

Key concepts such as aesthetics, change, communication and identity broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include audience, expression and genre.

Students explore key and related concepts through MYP global contexts

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

The MYP curriculum framework offers schools the flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based approach explores factual, conceptual and debatable questions in the study of the arts. Student learning may be focused on one or more of the following arts disciplines:

- Dance
- Music
- Theatre
- Media Arts
- Visual Arts

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. This indicates that students must engage in 50 hours of structured learning in the arts in each year of MYP years 1–3. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5. Guidance on how schools can structure their arts courses can be found in the *Arts guide* and *Arts teacher support material*.

III. Assessment criteria

Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Investigating

Through the study of art movements or genres and artworks/performances, students come to understand and appreciate the arts. They use their research skills to draw on a range of sources, and they develop information literacy skills to evaluate and select relevant information about the art movement or genre and artworks/performances.

Criterion B: Developing

Students develop ideas through practical exploration, which provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/ techniques and to experiment with the art form. Students use both practical exploration and knowledge and understanding of art and artworks to purposefully inform artistic intentions and decisions.

Criterion C: Creating or performing

The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summatively assessed.

Criterion D: Evaluating

Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world.

MYP eAssessment

eAssessment in the arts is available at year 5/competent stage.

For each assessment session, the IB publishes a partially completed arts unit planner (including required assessment tasks) that teachers must develop and deliver in their own contexts. The partially completed unit planner provides the summative assessment tasks (which will assess all strands of each criterion) for the session.

The completed assessments are presented as an ePortfolio, which should demonstrate students' achievement of the arts objectives. MYP ePortfolios are marked by the students' classroom teachers against published criteria for MYP year 5/competent stage. In each examination session, the IB moderates a sample of ePortfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP arts summative assessment tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in any of the arts disciplines.

The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

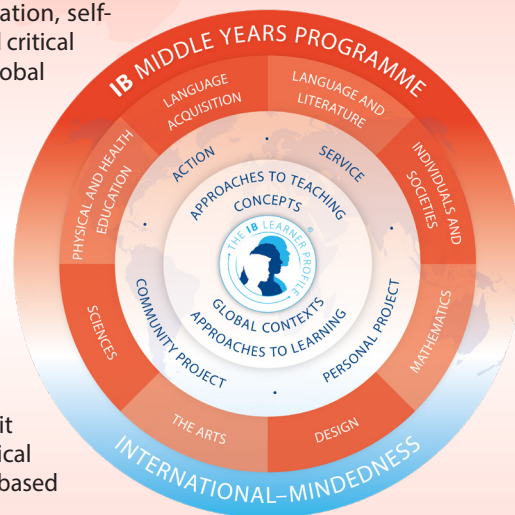
For further information on the IB Middle Years Programme, visit: <https://ibo.org/en/myp>.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: <https://www.follettibstore.com>.

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



- I. Course description and aims
- II. Curriculum overview
- III. Assessment criteria
- IV. MYP eAssessment

I. Course description and aims

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB’s approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities

- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

II. Curriculum model overview

For MYP individuals and societies, schools develop courses in integrated humanities, history, economics, geography, philosophy, sociology/ anthropology, business management, psychology, and world religions.

The MYP promotes **inquiry** in these subjects by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change, global interactions, time, place and space, and systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP individual and societies include *causality, globalization, culture and sustainability*.

Students explore key and related concepts through MYP **global contexts**

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

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of individuals and societies.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each individuals and societies objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking critically

Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. On-screen examinations are formal external examinations, and are available in **history, geography and integrated humanities**.

Topics explored in MYP individuals and societies on-screen examinations include:

- demographics and human movements
- settlement and urban morphology
- superpowers, empires, and supra-national alliances and organizations
- significant individuals
- warfare and peacekeeping
- rights and social protest
- trade, aid and exchange
- economic agents and their interests and role in the economy: consumers, producers, governments, banks
- measurements and trends
- industrialization and technological developments.

About the IB: For over 45 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, and a complete list of MYP subject briefs, visit: www.ibo.org/en/myp.

Complete subject guides can be accessed through the the IB store: <https://ibo.org/news/news-about-the-ib/the-ib-store-has-moved/>.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. In MYP individuals and societies courses, on-screen examinations comprise three tasks.

Task	Assessment criteria	Marks
Investigating	Students will evaluate an investigation and plan their own. Students are also asked to demonstrate knowledge and understanding, either from their course or from information presented in source material. (Criteria A and B).	26
Communicating	The communicating task requires students to engage creatively with a given topic or context, presenting information and ideas effectively using an appropriate style for the audience and purpose and in a way that is appropriate to the specified format. (Criteria A and C)	18
Thinking critically	The final task assesses students' ability to think about and discuss issues, arguments and perspectives through structured questions culminating in an extended piece of writing. (Criteria A, C and D)	36

MYP individuals and societies on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **individuals and societies**.

Sample questions (from history eAssessment)

- **Explain** one value or one limitation of source B for a student researching protests.
- **Compare and contrast** source C and source D in terms of their usefulness in studying protest movements.
- To what extent do you agree that gaining support from different groups in society is the most important factor in making sure a protest movement is successful?

International Baccalaureate Middle Years Programme Subject Brief

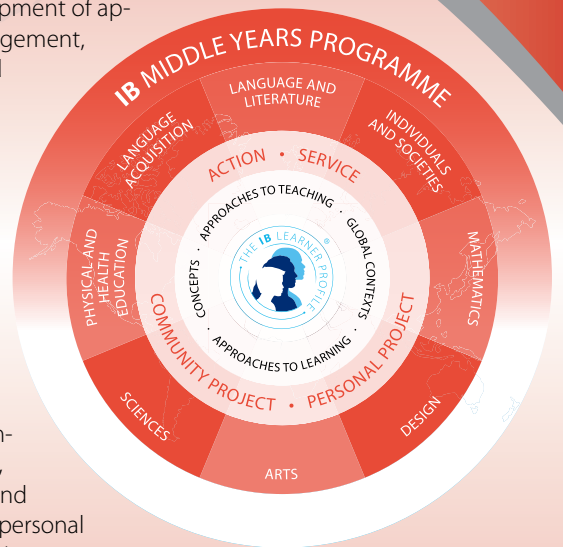
Language and literature

From 2014

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

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For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

I. Course description and aims

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students’ interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts

- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

II. Curriculum overview

The MYP promotes sustained **inquiry** in language and literature by developing **conceptual understanding** in **global contexts**.

Key concepts such as *communication, connections, creativity* and *perspective* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include *genre, purpose, context* and *style*.

Students explore key and related concepts through MYP **global contexts**.

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

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of language and literature.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Analysing

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP Certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination.

Ideas and issues explored in MYP language and literature include:

- identity, heritage, culture, diversity
- communities, globalization, migration, displacement
- social history, civilizations, journeys
- media and mass communication
- childhood, adolescence, youth, rebellion, innocence and experience, human sexuality
- families, friendships, relationships

- systems, power and protest, justice, peace and conflict, freedom and independence
- health and well-being, environment, lifestyle
- social roles, norms and expectations, gender, inclusion, minorities, class
- utopias, dystopias, survival
- religion, faith, values, ritual, spirituality, taboos
- allegiance, betrayal, revenge, atonement, forgiveness.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. In MYP language and literature courses, on-screen examinations comprise two tasks.

Task	Assessment criteria	Marks
Analysis	Assesses students' ability to analyse, compare and contrast two text extracts giving opinions and justifications, organize their work in a coherent and logical manner, and produce language demonstrating a high degree of linguistic and grammatical accuracy (criteria A, B and D).	50
Creative writing	Assesses students' ability to organize their work in a coherent and logical manner (criterion B), produce text that demonstrates engagement with the creative process and an awareness of impact on audience, and produce language demonstrating a high degree of linguistic and grammatical accuracy (criteria C and D).	70

MYP language and literature on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **studies in language and literature**.

Sample question (creative writing)

Students are presented with a visual image and write a response of 400–600 words using one of the following three prompts.

- **Write down** an internal monologue expressing the thoughts and feelings of a narrator involved in this scene.
- **Narrate** the events that follow on from the moment shown in the image.
- Imagine you are the person in this image. **Describe** what you can see.

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For further information on the IB Middle Years Programme, and a complete list of MYP subject briefs, visit: www.ibo.org/myp/.

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International Baccalaureate Middle Years Programme Subject Brief

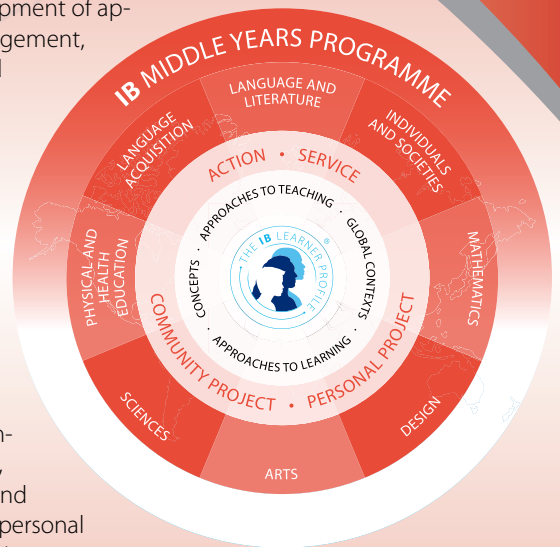
Physical and health education

From 2014

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Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

I. Course description and aims

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

II. Curriculum overview

The MYP promotes sustained **inquiry** in physical and health education by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change*, *communication* and *relationships* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP physical and health education include *energy*, *balance* and *refinement*.

Students explore key and related concepts through MYP **global contexts**.

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

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of physical and health education.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each physical and health education objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criterion D: Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

IV. MYP eAssessment

Students seeking IB-validated physical and health education course results must demonstrate their achievement of the subject group's objectives by submitting an ePortfolio in which they:

- identify a target that incorporates physical and psychological dimensions of performance in physical and health education
- create, implement and document progress towards their goal through multiple interim cycles of analysis
- record and evaluate their final performance
- reflect on their personal growth and interpersonal skills.

MYP ePortfolios are marked by students' classroom teachers against published criteria for MYP year 5. In each exam session, the IB moderates a sample of ePortfolios from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP physical and health education ePortfolio tasks are aligned with understanding and skills that prepare students for high levels of achievement in the IB Diploma Programme course in **sports, exercise and health science**.

The IB MYP certificate requires a satisfactory level of achievement in at least one course from physical and health education, arts or design.

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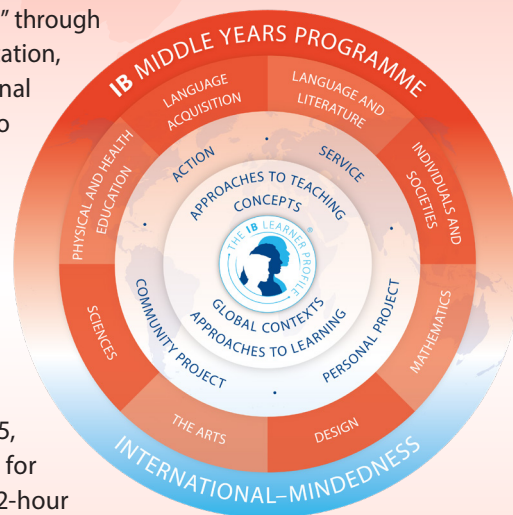
Language acquisition

From 2020 (First eAssessment May 2023/November 2023)

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Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2-hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics, and interdisciplinary learning. They must also submit an ePortfolio in language acquisition and in one of the following: design, arts, or physical and health education. Finally, they must complete a moderated personal project, and complete school-based expectations for service as action (community service).



I. Course description and aims

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and it is central to the IB’s mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- are central to developing critical thinking and international-mindedness
- provide an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from their own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

II. Curriculum model overview

The MYP promotes **inquiry** in language acquisition by developing conceptual understanding within global contexts.

Key concepts such as **communication, connections, creativity** and **culture** broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition include **word choice, conventions** and **idiom**.

Students explore key and related concepts through MYP **global contexts**.

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

The MYP curriculum framework offers schools the flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of language acquisition.

MYP language acquisition is a compulsory component in every year of the MYP, except for bilingual students who pursue courses of study in multiple languages in the MYP language and literature subject group.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

In MYP years 2–5, it is strongly recommended that schools provide coherent (year-long) language acquisition courses, however:

- Where locally mandated curriculum requirements do not allow for year-long language acquisition courses, schools have the flexibility to make local decisions regarding how language acquisition courses are scheduled, bearing in mind the MYP requirement of at least 50 hours of teaching time for each subject group in each year of the programme.

The IB continues to strongly recommend that language acquisition be scheduled as a year-long course to support continuous and sustained language learning in a structural way.

III. Assessment criteria

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Listening

Students interpret and construct meaning from spoken multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Reading

Students construct meaning and interpret written, spatial and visual aspects of texts to understand how these aspects presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Speaking

Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language. Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness.

Criterion D: Writing

Students recognize and use language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. Students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful way.

IV. MYP eAssessment

Students seeking MYP course results or the MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination and an internally assessed IB moderated speaking examination. MYP language acquisition courses are formally assessed at one of three proficiency levels: emergent, capable or proficient.

MYP on-screen examinations are constructed as a series of tasks that sample, simulate or replicate internal assessment practices. The assessments follow an agreed structure that provides a clear framework for developing each examination. The distribution of marks within each eAssessment may vary by no more than three marks from those displayed in the blueprint.

These blueprints enable teachers and students to review the nature and purpose of MYP eAssessment. They provide an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

The MYP language acquisition on-screen examination comprises receptive and productive summative assessment tasks. The internally assessed IB moderated speaking examination is an interactive summative assessment task.

In MYP language acquisition courses, on-screen examinations comprise of three tasks and may include any topics from the language acquisition list.

Objective	Assessment criteria	Mark
Comprehending spoken multimodal texts	Criterion A	24
Comprehending written multimodal texts	Criterion B	24
Writing in response to multimodal texts	Criterion D	24

The individual speaking assessment task is marked by students' classroom teachers against published speaking examination marking criteria for MYP year 5. In each examination session, the IB moderates a sample of the interactive speaking examination from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

Objective	Assessment criteria	Mark
Speaking in response to multimodal texts	Criterion C	24

MYP language acquisition examination tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **language acquisition** and **studies in language and literature**.

The MYP certificate requires a satisfactory level of achievement in language acquisition.

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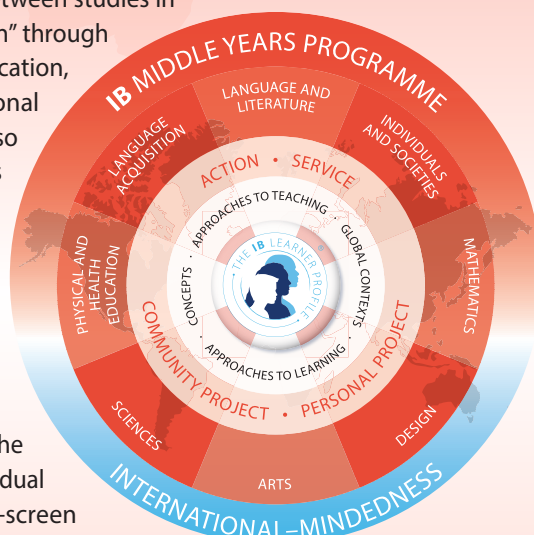
Mathematics

From 2020, first assessment 2022

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I. Course description and aims

The framework for MYP mathematics outlines four branches of mathematical study.

1. Numerical and abstract reasoning
2. Thinking with models
3. Spatial reasoning
4. Reasoning with data

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

II. Curriculum model overview

For MYP mathematics, schools can develop courses at two level of challenge: **standard** and **extended**.

Standard mathematics aims to provide a sound knowledge of basic mathematical principles. **Extended mathematics** supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

The MYP promotes sustained **inquiry** in mathematics by developing **conceptual understanding** within **global contexts**.

Key concepts such as *form*, *logic* and *relationships* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP mathematics include equivalence, approximation, quantity and validity.

Students explore key and related concepts through MYP **global contexts**.

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

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of mathematics.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each mathematics objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

Criterion B: Investigating patterns

Students work through investigations to become risk-takers, inquirers and critical thinkers.

Criterion C: Communicating

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

Criterion D: Applying mathematics in real-life contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP Certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. On-screen examinations are formal external examinations, and are available in **mathematics** and **extended mathematics**.

On-screen examinations address all four branches of mathematical study and may include any topics or skills in the MYP mathematics framework.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. In MYP mathematics courses, on-screen examinations comprise three tasks.

Task	Assessment criteria	Mark
Knowing and understanding	Assesses knowledge and understanding of mathematics and communication of the approaches/ method used (criteria A and C).	31–35*
Investigating patterns	Assesses investigative skills in mathematics and the interpretation of findings using appropriate communication techniques (criteria B and C).	31–35*
Applying mathematics in real-life contexts	Assesses ability to apply mathematics in a real-life, likely global, context. Students may be required to produce pieces of extended writing to evaluate and justify the validity of mathematics models (criteria C and D).	31–35*

*Note that criterion C is assessed equally across all tasks to a mark total of 25 marks

MYP mathematics on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **mathematics**.

V. Sample question

From a video recording, a researcher notes how many cars pass through a junction in Mexico City over a period of minutes, creating a data table that is also visualized as a graph.

The data is modelled by the equation $y = -0.05x^2 + x + 6$

where y represents the number of cars and x represents the period of time in minutes.

- **Calculate** the number of cars passing through the junction during [an indicated period].
- **Comment** on the validity of the answer(s) to your calculations.

Use the equation **solved** for x to find the time when there are no cars passing the junction [extended mathematics assessment only].

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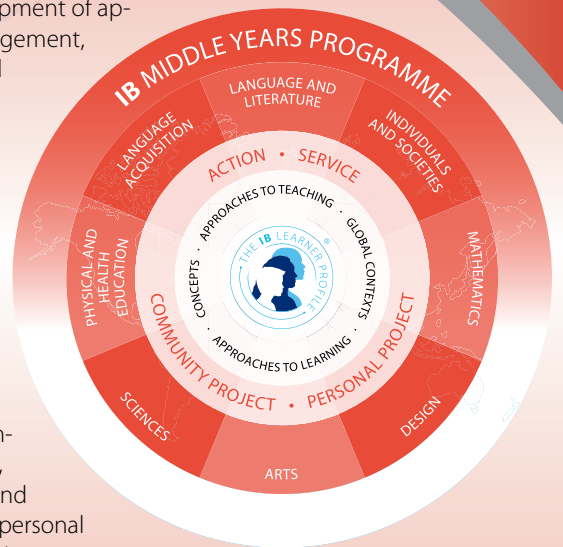
Sciences

From 2014

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I. Course description and aims

II. Curriculum overview

III. Assessment criteria

IV. MYP eAssessment

I. Course description and aims

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

II. Curriculum overview

Although schools may vary the structure of the curriculum throughout the five years of the programme, they generally develop discrete, modular or integrated science courses. Discrete sciences courses typically encompass biology, chemistry and physics, but may include other science disciplines, such as environmental sciences, life sciences or physical sciences. Modular sciences courses include two or more discrete sciences taught in rotation.

The MYP promotes **inquiry** in sciences by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change*, *relationships* and *systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include *energy*, *movement*, *transformation* and *models*. Additional concepts may also be identified and developed to meet local circumstances and curriculum requirements.

Students explore key and related concepts through MYP **global contexts**.

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

These same global contexts are discussed across the curriculum, supporting transfer and interdisciplinary learning.

The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of sciences.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each sciences objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

Criterion B: Inquiring and designing

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

Criterion C: Processing and evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

Criterion D: Reflecting on the impacts of science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination. On-screen examinations are formal external examinations, and are available in *biology*, *chemistry*, *physics* and *integrated sciences*.

Topics explored in MYP sciences on-screen examinations include:

- atomic structure and bonding
- cells
- cycles
- electromagnetism
- evolution
- interactions between organisms
- forces

- states and properties of matter
- metabolism
- organisms
- waves.

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. MYP sciences, on-screen examinations comprise three tasks.

Task	Assessment criteria	Marks
Knowing and understanding	Assesses knowledge and understanding of science (criterion A).	25
Investigation skills	Assesses the skills involved in inquiring, designing, processing and evaluating. May involve a single investigation or a number of discrete scenarios. Students must formulate hypotheses, plan investigations and collect, present, interpret and evaluate data (criteria B and C).	50
Applying science	Requires students to reflect on the impact of science, and explain how science addresses real-life issues (criterion D).	25

MYP sciences on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in **sciences**.

Sample questions (from biology eAssessment)

- **Outline** one advantage and one disadvantage of using a model to understand interaction between organisms.
 - The designers of a water filter claim that particles up to 0.2 μm (micrometres) in size will be removed. From your measurements in parts (a) and (b) **deduce** whether the filter will remove both viruses and bacteria.
 - **Evaluate** two methods for preparing drinking water. In an extended piece of writing:
 - explain what makes these methods effective
 - explain the strengths and limitations of each method
- Use** scientific knowledge and understanding to support your answer.

About the IB: For over 45 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, and a complete list of MYP subject briefs, visit: www.ibo.org/myp/.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.