

International Baccalaureate Middle Years
Parent and Student Handbook



*Educated for Excellence,
Prepared for Life.*

HAPPY
SMART
PREPARED

Middle Years Programme at Mount Eliza SC

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Mount Eliza Secondary College's Vision Statement

At Mount Eliza Secondary College a collaborative and personalized approach supports students and staff as active learners. We work to empower students to be their best by questioning their experiences, expressing themselves with confidence and participating in local, national and global communities.

We are committed to safety and well being for all young people and this is the primary focus of our care and decision making.

'Educated for excellence

Prepared for life'

IB Mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Middle Years Program at Mount Eliza Secondary College

Mount Eliza SC is a Candidacy school for the International Baccalaureate's Middle Years Programme (MYP) from Years 7-9

The IB MYP is not a curriculum itself; rather it provides the framework around which MESC delivers the Victorian curriculum. The planning and organisation afforded by the IB presents students with differentiated learning opportunities and ensures congruency between learning and assessment, and between practising and preparation.

International Baccalaureate schools share a common philosophy: a commitment to high quality, challenging, international education. This is a philosophy we believe to be fundamental for all students. Mount Eliza Secondary College's philosophy of respecting each individual as an active participant in both their own learning and in our community, and is complimented by the IB and the attributes of the IB Learner Profile.

Units of Inquiry, upon which assessments are based, are developed within the framework of the MYP. In addition to this, teachers assess students according to school-based criteria. The MYP perfectly positions students to undertake the Senior Pathways Program at MESC.



IB learner profile

The aim of all IB programmes 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.

As IB learners we 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 analyse 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.

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.

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.

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.

RISK-TAKERS

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

BALANCED

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

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The Programme Model

The IB curriculum framework gives Mount Eliza Secondary College the structure to deliver the Victorian Curriculum, while maintaining our mission, vision and philosophy. IB schools are required to teach a broad and balanced choice of subjects in every year of the programme.

Curriculum areas are organised into eight subject groups:

Arts Visual Art Performing Arts(Music, Dance&Drama)	Language & Literature (English)	Individuals & Society (Humanities)	Mathematics
Design (Textiles, Wood, Metal and Plastics,Food)	Language Acquisition (Indonesian)	Sciences	Physical & Health Education

The programme model is based on the concept of balance emphasising a well-rounded learning experience. The breadth of disciplines of the programme ensures that students develop strong foundational knowledge of skills across a wide range of subject areas, ensuring they are well equipped for the journey of life-long learning ahead.

The programme promotes the principle of “concurrency of learning”, whereby students are offered a balanced curriculum each year in which different subjects are studied simultaneously. As students mature and develop higher-order thinking skills, they explore the disciplines in increasing depth and realise how those disciplines are linked to each other and to local and global issues.

The programme encourages the use of a variety of teaching and learning methodologies to support students and foster a climate in which they discover how they learn best in different situations.

The programme emphasises the development of the whole person— affective, cognitive, creative and physical. This is encapsulated in the IB Learner Profile, where learners are identified as: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Courageous, Balanced and Reflective.

The MYP is taught the world over, and as such, must be flexible to the different curriculum demands internationally. The Victorian Curriculum and The MYP both recognise that we teach students as a whole. We don't just teach students content, we instil them with lifelong skills to ensure their love of learning into the future.

MYP Key Concepts

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn.

Aesthetics	Communication	Communities	Connections
Development	Systems	Time, Place and Space	Relationships
Perspective	Logic	Identity	Global Interactions
Form	Creativity	Culture	Change

These concepts are not only “key” in the sense of being important; they also provide a key—away into a body of knowledge through structured and sustained inquiry. They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.

Inquiry into MYP key concepts will further develop (and lead to debate on) the meaning of these significant ideas.

Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.

Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

Connections are links, bonds and relationships among people, objects, organisms or ideas.

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognise the value of ideas when developing

innovative responses to problems; it may be evident the in process as well as outcomes, products or solutions.

Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.

Form is the shape and underlying structure of an entity or piece of work, including its organisation, essential nature and external appearance.

Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.

Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.

Perspective is the position from which we observe situations, objects, facts, ideas and opinions.

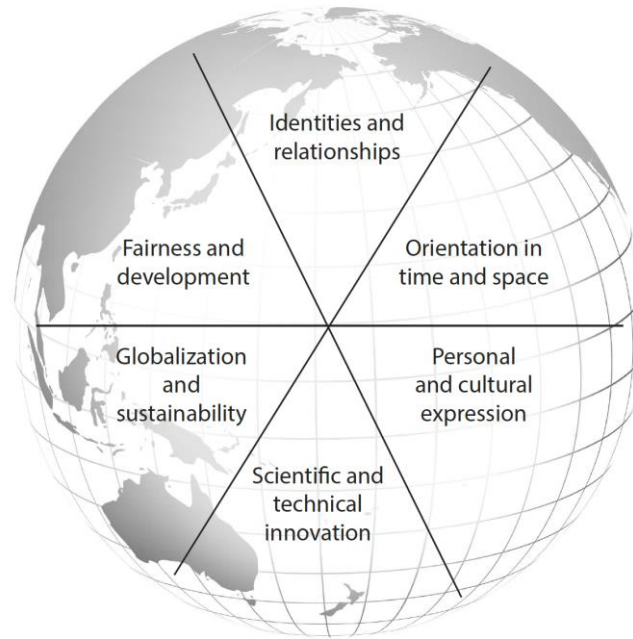
Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

Relationships are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.

The intrinsically linked concept of **time, space and place** refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

Global Contexts



Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

Identities and Relationships: *Who am I? Who are we?*

Students explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; what it means to be human.

Orientation in Space and Time: *What is the meaning of when and where?*

Students explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationship between, and the interconnectedness of individuals and civilisations, from personal, local, and global perspectives.

Personal and Cultural Expression: *What is the nature and purpose of creative expression?*

Students explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Fairness and Development: *What are the consequences of our common humanity?*

Students explore the rights and responsibilities; the relationship between communities; sharing finite resources with other living things; access to equal opportunities; peace and conflict resolution.

Scientific and Technical Innovation: *How do we understand the world in which we live?*

Students explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances in communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Globalisation and Sustainability: *How is everything connected?*

Students explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded; framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

These and other contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16 year-old students.

Over the course of their study, students will encounter all six global contexts

MYP: From Principles into Practice (Cardiff, Wales: 2015).

MYP Assessment Criteria across Subject Groups

	A	B	C	D
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting

Interdisciplinary	Disciplinary grounding	Synthesising and applying	Communicating	Reflecting
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Assessment Components of the MYP

Assessment is student-focused and carefully considered. A balance of observation, one-on-one conferencing, monitoring, recording and formal analysis will be required.

The IB recognises teachers as being best placed to assess the work of their MYP students; the assessment model supports the professional judgment of the teacher based on wide-ranging data in deciding the levels of achievements of individual students.

The MYP assessment model is criterion-related; that is based upon pre-determined criteria.

The MYP identifies a set of objectives for each subject group, which is directly related to the assessment criteria of that subject group. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group.

To this end, students know the criteria at the beginning of the unit and have an understanding of what it will take to achieve the criteria level they aspire to. Students receive feedback from teachers letting them know where they are on the criterion rubric scale. These assessment criteria will be shared at the beginning of the unit, and the students' performance of understanding will be shared at the unit's conclusion via COMPASS.

Some modes of assessment include, but are not limited to, open-ended, problem-solving activities and investigations, presentations, tests and examinations, hands-on experimentation, analysis and reflection.

At Mount Eliza SC, Assessment is on-going forming individual student judgement as well as future teaching and learning for groups of students. Assessment will be from a strengths-based perspective, which is authentic, holistic, contextualised and balanced, and based on extensive data, and which recognises the importance of assessing the processes as well as the products of learning.

Designing Units of Inquiry

The IB MYP approach requires that staff design Units of Inquiry with the following:

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between other subjects.

Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop a more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject, its features and processes.

Statements of inquiry

The statement of inquiry is generated by synthesising the key concept, the related concepts and the global context of the unit. The concepts may be explicit or implicit in the statement but the statement of inquiry should express the depth of conceptual understanding to be developed through the unit. By combining these elements, the conceptual understanding is contextualised and frames the unit. The essence and relevance of the unit will be clear to the teacher and students. Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning.

Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning and they help to organise and sequence learning experiences.

Integration of subject areas

With Key and Related Concepts informing the design of Units of Inquiry, the potential exists for subject areas to become inter-related. This would mean that students could study a concept like “conflict” in areas such as Science, Language and Literature, the Arts and Design and Technology thereby making meaningful connections between subjects.

MYP: From Principles into Practice (Cardiff, Wales: 2015).

Approaches to Learning (ATL)

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others.

ATL skills help students prepare for, and demonstrate learning through, meaningful assessment.

They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

MYP: From Principles into Practice (Cardiff, Wales: 2015).

The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programmes like VCE and after school life.

In the MYP, ATL encompasses both general and discipline-specific skills. Many ATL skills are applicable to all MYP subject groups; these general “tools for learning” can be tailored to meet the specific needs of students and schools. In order to develop ATL skills that facilitate effective and efficient learning, students need models, clear expectations, developmental benchmarks (or targets) and multiple opportunities to practise.

While ATL skills are not formally assessed in the MYP, they contribute to students’ achievement in all subject groups. Teachers should provide students with regular, specific feedback on the development of ATL skills through learning engagements that provide formative assessment.

The most effective way to develop ATL skills is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning. Teachers can use a wide range of content, developed through MYP key and related concepts and global contexts, as a vehicle for teaching effective learning strategies. Likewise, ATL skills can be powerful tools for exploring significant content.

This dual focus (content and process, knowledge and skills) promotes student engagement, deep understanding, transfer of skills and academic success.

All teachers in MYP schools are responsible for integrating and explicitly teaching ATL skills. Over time, students should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (independent and autonomous) learning helps students:

- Reflect purposefully on their learning (metacognition);
- Understand the diversity of human learning needs;
- Evaluate and provide evidence of their learning;
- Meet MYP subject group aims and objectives;
- Share responsibility for creating productive, cooperative and safe learning environments;
- Develop the confidence to try new strategies and explore new concepts and contexts for learning;
- Prepare for further study and responsible participation in local and global communities.

ATL skills are informed by, and support the development of, the attributes of the IB Learner Profile.

ATL skills are often interconnected. Individual skills and skills clusters frequently overlap and may be relevant to more than one skill category.

MYP: From Principles into Practice (Cardiff, Wales: 2015).

Camps and International Experiences

Camps at every level of the secondary school broaden the curriculum away from the comfort and predictability of Peninsula life that the students are accustomed to. The camps challenge students to extend themselves beyond their comfort zone with different cultural experiences, physical challenges and psychological barriers.

The Year 7 Camp has been developed for transitional benefits. Students travel to 'The Summit Camp', Trafalgar Victoria. Over the 3 days students develop new friendships and get to know key staff.

In year 8, students are encouraged to organise their own cohort experiences through the CONNECT program. This develops student Learner Profiles and Approaches to Learning.

In year 9 and 10 students that complete Outdoor Education for one of their electives have varied outdoor experiences on the coast, rivers and mountains of Victoria.

The MYP team are currently reviewing camp experiences for year 9 in 2020 and beyond.

Every second year there may be an opportunity for year 9 students to do a Community Service trip overseas with 'Rustic Pathways'.

Every second year, year 9 students may have the opportunity to attend an Indonesian trip.

SERVICE AS ACTION

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills and knowledge. Students explore the community in its complexity as they gain personal insight and become more confident and responsible. Through service, they become “actors” in the “real world” beyond school (Principles to Practice...)

Service starts in the classroom, with students connecting with Global Concepts and Inquiry Questions. It is then up to students if they wish to extend their learning beyond the classroom and take an active part in the local community.

They complete a process of:

Investigation- Planning- Taking Action- Reflection- Sharing their Learning.

At Mount Eliza Secondary College, students are required to participate in Service as Action ***at least ONCE each year***, however they must also ensure that they have met each of the 7 assessment criteria before the completion of their Year 9 Program.

In Year 9, students will complete the Community Project, which will make up some of their Service as Action for the year. All other Service as Action activities are student driven. This means ***it is the student’s responsibility to ensure they are involved in action throughout the year.***

Importance is placed upon:

- Developing community awareness
- Learning to maintain a healthy lifestyle
- Becoming Independent
- Developing skills needed to effectively contribute to society.

MYP Community Project

All students in Year9 at Mount Eliza SC will complete a Community Project. The purpose of the Community Project at Year 9 is to:

- participate in a **sustained, self-directed inquiry** within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

The Community Project is an opportunity for students to work on an area in the community that interests individuals and to show the skills that have developed over the years in subjects and through Approaches to Learning (ATL). The Community Project should be clearly focused on an issue or theme closely related to one of the Global Contexts.

CONNECT Years 7-9

In Year 7, students are introduced to the language and philosophy behind an IB education. They set social goals to build their connectedness to the College. Learning is guided by the Victorian Capabilities with a focus upon Social, Ethical and Intercultural learning. Students develop skills to engage with the community through Service Learning. Wellbeing focuses on self-identity, how to manage the transition into secondary school and developing positive relationships with peers and adults.

In Year 8, students continue to develop their global connectedness through Service Learning and an exploration of Personal, Ethical and Intercultural capabilities. Students are challenged to consider how to be safe in an online community, maintaining respectful relationships, and their rights and responsibilities as Global citizens. Connections are also made the local community through a variety of youth services. A highlight is the MESC Festival where students create market stalls to share with our local primaries.

In Year 9, students will participate in Immersion Days that focus upon Service Learning, Careers, and Wellbeing. Students collaborate with teachers and external facilitators to reflect upon the impact of their choices, to act with integrity and to further develop their resilience. A transition program for the senior pathway also provides students with the opportunity to evaluate their current interests and skills.

Subject Area Overviews

Language and Literature

Language is fundamental to learning, thinking and communicating; it permeates the whole curriculum. The study of Language and Literature enables students to become highly proficient in their understanding and use of their language. Students need to develop an appreciation of Language and Literature, of its nature and of the many influences on Language and Literature, and of its power and beauty. They will be encouraged to recognise that proficiency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Learning that Language and Literature are creative processes encourages the development of imagination and creativity through self-expression.

MYP Language and Literature is academically rigorous and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both Language and Literature. The choice of texts also provides opportunities for and influences students in further developing the attributes of the IB learner profile.

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.

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: Organising

Students understand and organise their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognise 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, organise and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

Language Acquisition (Indonesian)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. In all IB programs the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship.

Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The IB acknowledges that learning additional languages greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills. Language is central to learning, as well as to literacy.

The purpose of Language Acquisition is to enable students to become competent in a language other than their mother tongue, and is based around proficiency in speaking, reading and writing.

Students are encouraged to communicate as far as possible in the target language and to learn about the parts of the world in which their language of choice is spoken. This knowledge should in turn develop understanding of and nurture respect for cultures other than their own.

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

- Is central to developing critical thinking and international-mindedness;
- Provides an intellectual framework to support personal development, cultural identity and conceptual understanding;
- Greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills;
- Equips students with the necessary multi-literacy 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 multi-literacy 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;
- Recognise 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 own and other cultures;

- Develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.⁹

⁸ *Middle Years Programme Subject Brief, Language Acquisition* (Cardiff, Wales: 2015).

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: Comprehending spoken and visual text

Students interpret and construct meaning from spoken and visual texts to understand how images presented with oral text interplay to convey ideas, values and attitudes.

Criterion B: Comprehending written and visual text

Students construct meaning and interpret written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

Criterion C: Communicating in response to spoken and/or written and/or visual text

Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Criterion D: Using language in spoken and/or written form

Students recognise and use language suitable to the audience and purpose (for example, home, classroom, formal and informal, social, academic contexts). Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques.

Individuals and Societies

Individuals and Societies encourages learners to respect and understand the world around them and equip them with a skill base appropriate for a learner in the 21st century. Individuals and Societies involves inquiring into historical, contemporary, philosophical, geographical, political, social, economic, religious, technological and cultural contexts that influence and have an impact on 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 recognise 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.

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 wellbeing 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.

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 organise, 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.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

Sciences

The vision of MYP Sciences is to contribute to the development of students as inquirers, scientifically literate, caring and responsible individuals who will think critically and creatively when solving problems and making decisions about aspects affecting themselves, others and their social and natural environments. Science and its methods of investigation offer ways of learning that contributes to the development of an analytical and critical way of thinking.

Inquiry is at the heart of MYP Sciences and aims to support students' understanding of Sciences by providing them with opportunities to independently investigate relevant issues through both research and experimentation. Learning Science relies on understanding and using the language of science, which involves more than simply learning technical scientific terminology. Science is taught with an investigative approach, providing students with a way of knowing through inquiry that contributes to the development of analytical and critical thinking. Science topics are designed to be relevant to the needs and interests of students, providing them with opportunities to explore the role of science in everyday life and the dynamic interactions between science and society.

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.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

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.

Mathematics

Mathematics plays an essential role both within the school and in society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem solving and decision-making in everyday life.

Mathematics is well known as a foundation for the study of sciences, engineering and technology. However, it is also increasingly important in other areas of knowledge such as economics and other social sciences. MYP Mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

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

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

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 generalisation 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.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

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.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

Physical and Health Education

Physical and Health Education in the MYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the four years of the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills.

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.

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.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

Inclusive of Drama, Music and Art

The Arts are a universal form of human expression and a unique way of engaging us in affective, imaginative and productive activity. Learning through the Arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability.²³

In MYP Arts, students function as artists as well as learners of the Arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present Arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the Arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the Arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context. MYP Arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the Arts.

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

- Create and present art;
- Develop skills specific to the discipline;
- Engage in a process of creative exploration and (self-) discovery;
- Make purposeful connections between investigation and practice;
- Understand the relationship between art and its contexts;
- Respond to and reflect on art;
- Deepen their understanding of the world.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

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: Knowing and understanding

Students discover the aesthetics of art forms and are able to analyse and communicate using specialised language. Students inform their work and artistic perspective using explicit and tacit knowledge alongside an understanding of the role of the Arts in a global context.

Criterion B: Developing skills

Students develop their artistic ideas to a point of realization by applying their skills. Students make final commitments to their artwork by presenting it to audiences.

Criterion C: Thinking creatively

Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realise their artistic identity.

Criterion D: Responding

Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that Arts play in their lives and in the world. Students learn that the Arts may initiate as well as respond to change.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

Design

Design is the link between innovation and creativity. Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems. The MYP holistic approach to teaching and learning acknowledges that inquiry and problem-solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

MYP Design and Technology aims to provide the means and the context to help students become skilful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges.²⁶

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.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

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.

Middle Years Programme Subject Brief, Individuals and Societies (Cardiff, Wales: 2015).

We would like to acknowledge Preshil College in Victoria, Australia; for allowing us to model our MYP handbook on their MYP Handbook.

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Parent Resource

<https://www.ibo.org/information-for-parents/myp-for-parents/>