

# INTERNATIONAL BACCALAUREATE

## Middle Years Program (MYP)

**INFORMATION FOR  
FAMILIES**  
Years 7 to 9

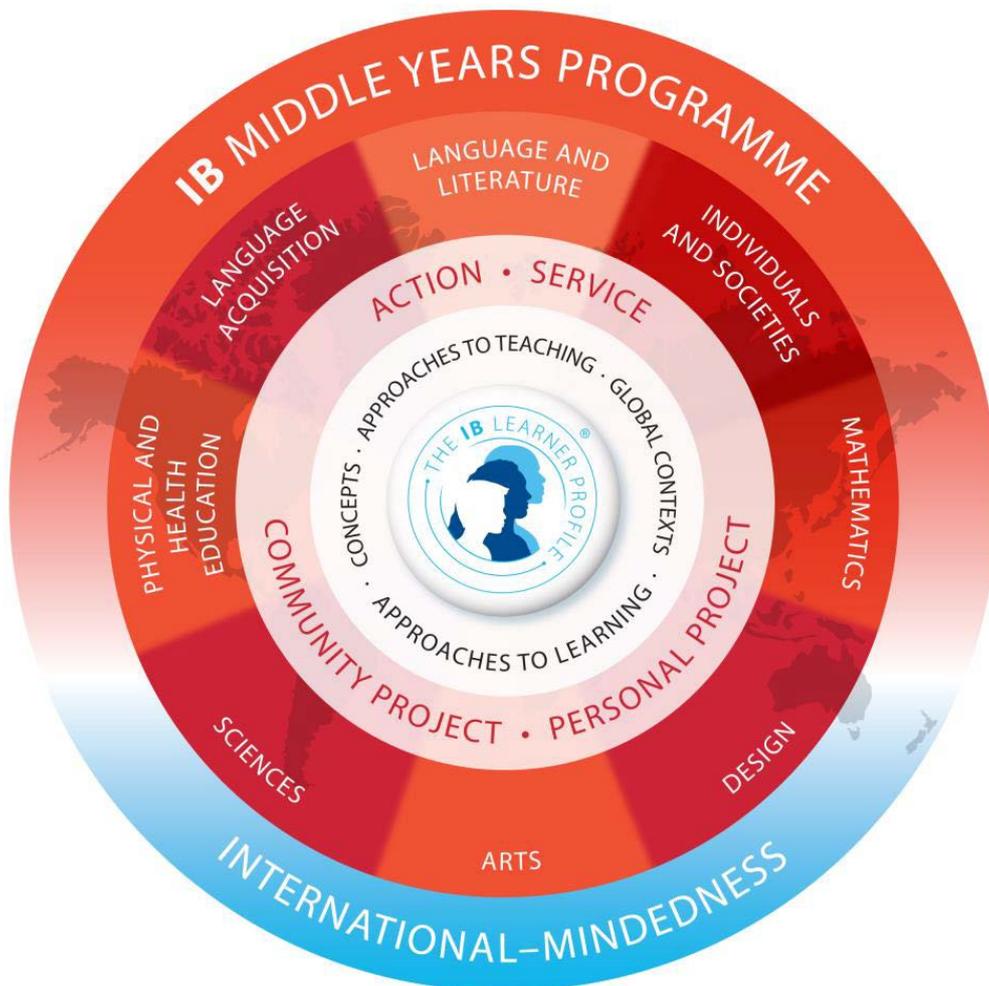


**St John's Anglican College** is an IB World School accredited to offer the Primary Years Program (PYP) and is a candidate school\* for the International Baccalaureate (IB) Middle Years Program (MYP).

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision. That vision is clearly stated in the IB Mission Statement, a statement that aligns in perfect harmony with the values and educational philosophy of St John's Anglican College.

### **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 programmes of international education and rigorous assessment. These programmes encourage students across the world to become *active, compassionate* and *lifelong learners* who understand that other people, with their differences, can also be right (Making the MYP Happen, 2009).



*\*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: The Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.*

## **What is the IB Middle Years Program?**

The MYP provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement – essential qualities for young people who are becoming global leaders.

The Middle Years Program –

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups.
- requires the study of at least two languages (English and either Mandarin Chinese or German)
- empowers students to participate in service with the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

## **IB Learner Profile**

The aim of all IB programs is to develop internationally minded people who, recognising 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.

**MYP Curriculum at St John's**

At St John's our teaching and learning is grounded in the Australian Curriculum but not limited by it. We teach the Australian Curriculum through the MYP framework which significantly enhances the learning experiences for our students.

The MYP curriculum framework is explained in the diagram on page one, with the Learner Profile at the centre and consists of eight subject groups:

- Language and Literature (English)
- Individuals and Societies (History, Geography, Business)
- Mathematics
- Sciences
- Language Acquisition (Mandarin Chinese or German)
- Health and Physical Education
- Arts (Drama, Music, Visual Arts)
- Design (Digital Technology, Design and Engineering Technology, Food Technology)

MYP teachers organize the curriculum with appropriate attention to:

**Teaching and learning in context:** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.

**Conceptual understanding:** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

**Approaches to learning (ATL):** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.

**Service as action (community service):** Action (learning by doing and experiencing) and service have always been shared values of the St John's community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, highlighted in the MYP community project in Year Nine.

**Year Nine Community Project:** The Community Project is completed by all students in Year 9, and sits within the program alongside Service and Action. It provides students with the opportunity to consolidate the knowledge and skills they have developed across their subject groups during the MYP, and demonstrate their commitment to service as action within a community. The Community Project is student-driven, with students choosing which community they wish to serve, learning about the needs of that community, and deciding on and carrying out a course of action in order to serve and better the lives of individuals in that community. The Project is the culminating experience for MYP students at St John's.

**Language and identity:** MYP students are required to learn at least two languages. At St John's students study English and either Mandarin Chinese or German. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

## Assessment in the MYP: Rigorous criteria, applied consistently worldwide

Assessment in the MYP is criterion based. These criteria are pre-determined and accessible to all students. The MYP identifies a set of four objectives for each subject group, which are directly related to the four assessment criteria of that particular subject group. The level of student success in terms of levels of achievement is described in each assessment criterion.

The table below illustrates the assessment criteria for each subject area. Each of this criteria are assessed on a scale ranging from 0-8.

### Overview of Assessment criteria for all subject groups

Assessment Criteria				
Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
<b>Arts (Drama, Music, Visual Art)</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design (Design and Engineering Technology, Food Technology, Digital Technology)</b>	Inquiring and analysing	Developing ideas	Creating solution	Evaluating
<b>Individuals and Societies (Business, Geography, History)</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Language Acquisition (Chinese or German)</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form
<b>Language and Literature (English)</b>	Analysing	Organising	Producing text	Using language
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science

### Determination of Levels of Achievement

As each subject has four criteria and each criteria is out of a total of eight points, students can earn a total of 32 points in each subject. The overall score is then converted into a level of achievement of between 1 to 7. The values of 1 – 7 communicate the overall achievement in that subject as explained in the table on the next page.

## Grade Related Descriptors

Grade	Boundary Guideline	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

**We are very proud to be able to provide such an outstanding curriculum at St John's Anglican College.**

For further information about the IB and its programs, including frequently asked questions, please refer to [www.ibo.org](http://www.ibo.org) or St John's Anglican College website.



[www.stjohnsanglicancollege.com.au](http://www.stjohnsanglicancollege.com.au)