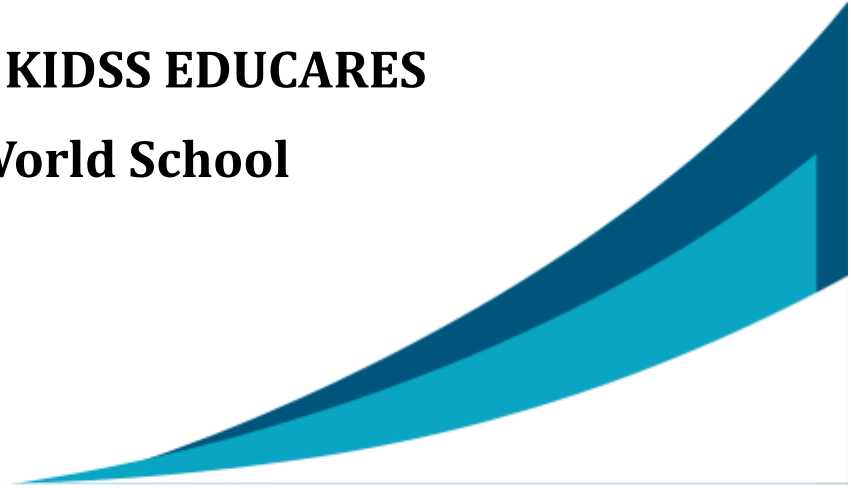




IB MIDDLE SCHOOL HANDBOOK

Revised – June 2024

VICTORIOUS KIDSS EDUCARES
An IB World School



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Victorious Kidss Educares

Mission Statement

Driven by the motto of “Learning to love to learn”, we are committed to the students of the world, to instil in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate and respect diversity of religion, culture and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and are able to discover their self-worth and inner potential, to solve real-life problems effortlessly.

Our Vision

To guide every student, parent and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.

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 organization works with schools, governments and international organizations 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.

About the IB

The International Baccalaureate (IB) is a global leader in international education since over 50 years that offers continuum of four programmes of education- Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP), for students aged 3 to 19. In alignment with the IB mission statement, the attributes of the learner profile underpin all IB programmes. The IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young individuals, who are well prepared to face the challenges of life in the 21st century. It aims to create knowledgeable and caring individuals who help to create a better and peaceful world through intercultural understanding and respect. Students develop the thinking, communication, emotional and social skills to live, learn and work in a rapidly globalizing world.

IB Learner Profile

An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.



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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.

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The IB Middle Years Programme (MYP)

The IB Middle Years Programme (MYP) began as an initiative by groups of practicing teachers and administrators in international education who aimed to develop a curriculum for the middle years of schooling. They intended for this curriculum to share the same philosophy as the Diploma Programme (DP) and to prepare students for success in the DP. The first draft of the MYP curriculum was produced in 1987, when a group of practitioners created a framework that allowed for diversity. This framework emphasized developing skills and attitudes, understanding concepts, and acquiring the knowledge needed to participate in an increasingly global society.

Designed for students aged 11 to 16, the MYP provides a framework of learning that emphasizes intellectual challenge and encourages connections between traditional subjects and the real world. It fosters intercultural understanding and global engagement—essential qualities for young people today. The MYP is flexible enough to accommodate most national or local curriculum requirements and builds upon the knowledge, skills, and attitudes developed in the IB Primary Years Programme (PYP). It prepares students to meet the academic challenges of the IB Diploma Programme (IBDP) and the IB Career-related Certificate (IBCP).

The fundamental concepts of the MYP that provide a strong foundation for teaching and learning are holistic learning, intercultural awareness, and communication.

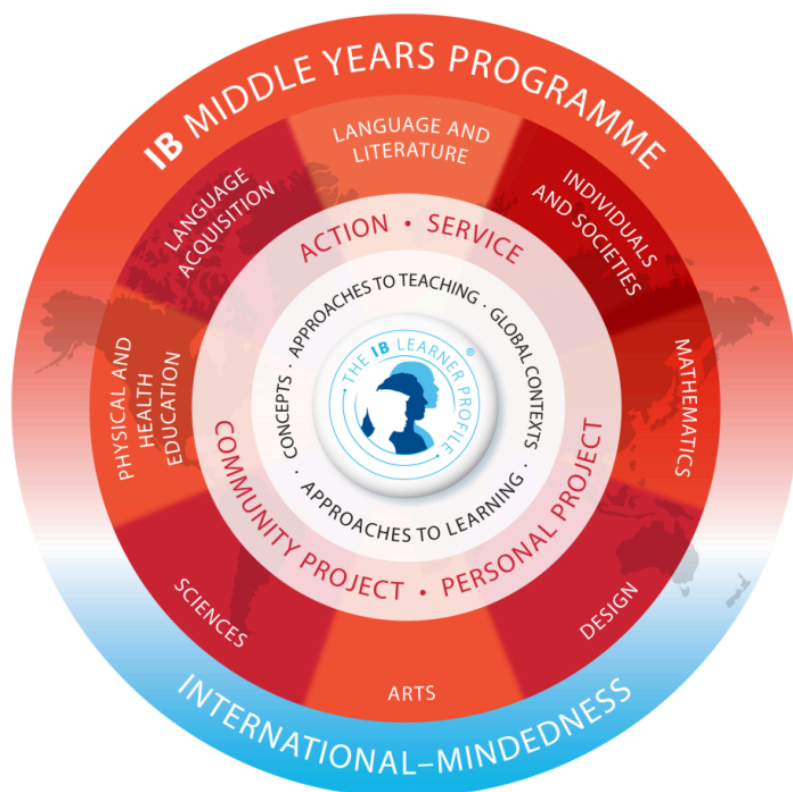
- **Holistic learning** is based on the principle that all knowledge is interrelated, and the curriculum should cater to the development of the whole person, as described by the IB Learner Profile.
- **Intercultural awareness** is based on the principle that school communities should encourage and promote international-mindedness by engaging with and exploring worldwide cultures, a key feature of international education reflected in the IB Learner Profile attributes.
- **Communication** is based on the principle that schools should encourage open and effective communication, which are important skills that contribute to international understanding, as exemplified by the IB Learner Profile attributes.

The MYP core and all subjects have a responsibility to foster and nurture international-mindedness, with the ultimate goal of developing responsible global citizens. To a large extent, the core should be driven by the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” and “encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right” (IB mission statement).

The whole school community needs to model the values and behaviours associated with education for intercultural understanding. International-mindedness can be achieved in rich national as well as international settings provided the school environment, broadly considered, is supportive. International mindedness starts with the attitude an individual has towards themselves and others in their immediate environment. Students need to learn to understand themselves, what it means to be human, and to make sense of their place in an increasingly interdependent, globalized and digitized world. International mindedness, therefore, starts with self-awareness and encompasses the individual and the local/national and cultural setting of the school as well as exploring wider global perspectives.

Middle Years Programme Model

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding. They include approaches to learning (ATL), approaches to teaching that include collaborative learning through inquiry, concepts and context. The second ring describes important outcomes of the programme which include inquiry-based learning. Such learning may result in student-initiated action, sometimes involving service within the community. In MYP3 students complete the IB MYP Community Project. The MYP culminates in the personal project (for students in MYP year 5). The third ring describes the MYP's broad and balanced curriculum consisting of eight subject groups: language and literature, language acquisition, individuals and societies, mathematics, sciences, mathematics, arts, physical and health education, and design.



The Concept Driven Curriculum

Concepts are big ideas that form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum to promote learning within and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local, and global significance, examining knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

A concept-driven curriculum encourages idea-centered teaching and learning. The MYP prescribes key concepts (overarching) and related concepts (subject-specific) to better ensure a common basis of conceptual understanding is that will provide students with a sound foundation for future learning.

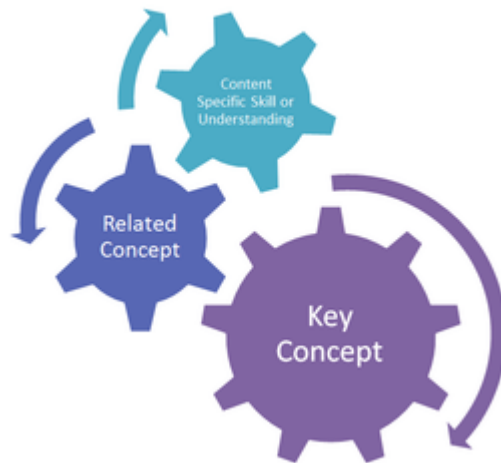


Image 1

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings; this synergistic thinking (interplay between factual and conceptual thinking) engages the intellect on two levels—factual and conceptual—and provides greater retention of factual knowledge because synergistic thinking requires deeper mental processing
- create personal relevance, as students relate new knowledge to prior knowledge, and promote understanding of cultures and environments across global contexts through the transfer of knowledge
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges, such as climate change, international conflicts and the global economy, and create greater subject depth through the study of discipline-specific related concepts.

Key concepts and related 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. Key concepts, contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.

These concepts are not only “key” in the sense of being important; they also provide a key—a way 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.

Key Concepts			
 Change	 Communication	 Communities	 Connections
 Creativity	 Culture	 Development	 Form
 Global interaction	 Identity	 Logic	 Perspective
 Relationships	 Systems	 Time, place and space	 Aesthetics

Image 2

Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines and they are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students to develop 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.





For each unit, teachers identify two or more related concepts that extend learning, lead to deeper understanding, or offer another perspective from which to understand the identified key concept(s).



Global Context

Teaching and learning in the MYP involves understanding concepts in context. A learning context is a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. Contexts for learning in the MYP are chosen from global contexts to encourage international mindedness and global engagement within the programme.

Students learn best when their learning experiences have context and are connected to their lives and the knowledge gained from the world they have experienced.

The six MYP Global Contexts 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. For each MYP unit, teachers identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts.

	Key questions	MYP global contexts
Identities and relationships 	Who am I? Who are we?	Who am I? Who are we? Students will 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.
Dimensions of time and space 	What is the meaning of <i>when</i> and <i>where</i> ?	What is the meaning of 'where' and 'when'? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
Personal and cultural expression 	What is the nature and purpose of creative expression?	What is the nature and purpose of creative expression? Students will 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.
Scientific and technical innovation 	How do we understand the worlds in which we live?	How do we understand the worlds in which we live? Students will 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.
Globalization and sustainability 	How is everything connected?	How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and development 	What are the consequences of our common humanity?	What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Approaches to Learning

Through Approaches to Learning (ATL) in IB programmes, students develop transferable skills that help them "learn how to learn." These skills can be taught, improved with practice, and developed incrementally. ATL skills provide a foundation for independent and collaborative learning and help students demonstrate learning through meaningful assessment. They offer a common language for students and teachers to reflect on the learning process. ATL skills empower students to meet the challenging objectives of MYP subject groups and prepare them for success in rigorous academic programmes. IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

ATL Skill Categories	MYP ATL Skill Clusters	
<u>Communication</u>	I. Communication Skills	
	Exchanging thoughts, messages and information effectively through Interaction. Reading, writing and using language to gather and communicate information.	How can students communicate through interaction? How can students demonstrate communication through language?
<u>Social</u>	II. Collaboration Skills	
	Working effectively with others	How can students collaborate?
<u>Self-Management</u>	III. Organization skills	

	Managing time and tasks effectively	How can students demonstrate organization skills?
	IV. Affective Skills	
	Managing state of mind	How can students manage their own state of mind?
	V. Reflection Skills	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
<u>Research</u>	VI. Information Literacy Skills	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	VII. Media Literacy Skills	
	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
<u>Thinking</u>	VIII. Critical Thinking Skills	
	Analysing and evaluating issues and ideas	How can students think critically?
	IX. Creative Thinking Skills	
	Generating novel ideas and considering new perspectives	How can students be creative?
	X. Transfer Skills	
	Using skills and knowledge in multiple contexts and knowledge across disciplines	How can students transfer skills and knowledge across disciplines and subject groups?

Service as Action

Service and action is an integral component of the IB MYP which goes hand in hand with our VKE mission statement, “We motivate learning and intercultural understanding”. 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, as students explore the community in its complexity. They gain personal insight, develop existing and new skills, grow in confidence and responsibility as they become “actors” in the “real world” beyond school.

Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme’s educational philosophy and as a practical outcome of students’ learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

In the IB continuum, this continues with the service component of the DP’s Creativity, Activity, Service (CAS) requirements, in which students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.

MYP students should, through their engagement with service and action:

1. become more aware of their strengths and areas for growth
2. undertake challenges that develop new skills
3. discuss, evaluate and plan student-initiated activities
4. persevere in action
5. work collaboratively with others
6. develop international-mindedness through global engagement, multilingualism and intercultural understanding
7. consider the ethical implications of their actions.



Image 3

These learning outcomes identify the substance of students’ self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. At VKE School, MYP students meet the service learning outcomes for service as action. Students keep a journal or portfolio of evidence of their Service as Action activities and write their reflections.

MYP Projects

MYP projects help students to develop the attributes of the IB learner profile; they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. Students decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it. Through these projects, students experience the responsibility of completing a significant piece of work over an extended period of time.

Community Project

The community project- focuses on community and service, encouraging students to explore their rights and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.

The community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three (3) students. At VKE, students of MYP 3 complete their community project.

The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

Personal project

The MYP personal project is a student-centred and age-appropriate practical exploration through a cycle of inquiry, action and reflection, which allows students to consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The MYP personal project helps students to develop the attributes of the IB learner profile. It provides them with an essential opportunity to practise and strengthen approaches to learning (ATL) skills developed through the MYP, and fosters their development as independent, lifelong learners. Students may, if they wish, link their project to one of the global contexts, but this is not mandatory.

Students address personal project objectives through:

- the process they follow
- the product or outcome they create
- the learning they evidence
- the report or presentation they make that explains what they have done and learned.

Students document their thinking, research process and the development of their initial ideas by defining a product goal or an outcome, and a

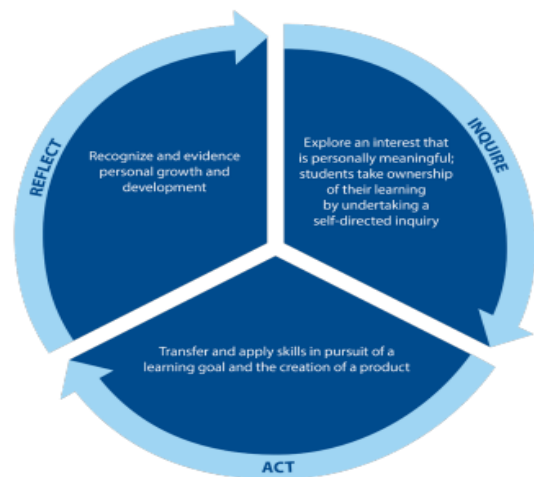


Image 4

learning goal. Examples of product goals could include the creation of films, works of art, an innovative device, a piece of furniture, a model, or a computer game. Examples of outcomes could include completing a course of study for a new skill, organizing a conference or a concert, carrying out scientific experiments, or setting up a service for the local community. Learning goals may derive from prior learning, deepening understanding of something the student has studied in discipline-specific studies, or could come from something completely unrelated to academic studies. Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students work. Extracts from the journal, which demonstrates achievement in all criteria, may be submitted as part of the report or presentation in conclusion of the project.

To celebrate the end of the PP process, the school hosts a Personal Project Exhibition which is attended by the parents, supervisors, co-coordinators and the head of the school.

The external validation of personal project grades with a satisfactory level of achievement is mandatory for all candidates for IB MYP Certificate.

MYP's Broad and Balanced Curriculum

In the IB MYP, there are eight (8) subject groups available. At VKE School, all eight groups are represented, with varying discrete subject areas being offered. Student study is supported by a minimum of 50 hours in MYP year 1 to 3 and 70 hours in MYP year 4 to 5, of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

Subjects Groups	Subjects offered at VKE	Years offered
Language and literature	Language and literature in English/Hindi	MYP 1 – 5
Language acquisition	French/Hindi/German	MYP 1 – 5
Individuals and societies	Integrated Humanities	MYP 1 – 3
	Integrated Humanities/ History	MYP 4 and 5
Sciences	Modular Science	MYP 1 – 3
	Biology/Chemistry/Physics	MYP 4 and 5
Design	Combined Design	MYP 1 – 5
Mathematics	Mathematics (Standard)	MYP 1 – 5
	Mathematics (Extended)	MYP 4 and 5
Arts	Modular art (Visual art, drama, music)	MYP 1 – 3
	Visual art	MYP 4 and 5
	Drama	MYP 4 and 5
	Music	MYP 4 and 5
Physical and health education	Physical and health education	MYP 1 – 5

MYP Subjects

Language and Literature

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.

Language Acquisition (French, Hindi, German)

Language and identity – MYP students are required to learn at least two languages (language of instruction and additional language of choice). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and 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:

- 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 multiliteracy skills and attitudes to communicate successfully in various global contexts.

Sample Assessment question

Language and Literature
Students will be 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.

In this subject group, teaching and learning is organized into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum.

In this course, 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. They 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. They also 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.

They 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.

Sample Assessment question

Language Acquisition-

The assessment consists of:

- an aural comprehension task comprising spoken and visual text.
- a written comprehension task comprising written and visual text.
- a writing task.

And an interactive oral task.

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.

Integrated Humanities (Integrated Humanities and History)

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.

Sample questions Assessment

I&S

- **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?

Sciences

(Modular Science (MYP1-3), Biology, Chemistry and Physics (MYP 4-5))

At VKE, students study modular sciences from MYP1-MYP3. In MYP4-MYP5, they learn Biology, Chemistry and Physics as individual subjects.

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 assessment assesses knowledge and understanding of science, 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. It requires students to reflect on the impact of science, and explain how science addresses real-life issues.

Sample questions (from Biology)

- **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 $0.2\ \mu\text{m}$ 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.



Mathematics

Standard Level and Extended Level

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

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

Students in the MYP learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of arenas, including social sciences and the arts. 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 studies, workplaces and everyday life.

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

In the MYP, the topics and skills in the framework for mathematics are organized so that students can work at two levels of challenge:

- **Standard mathematics**, which aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP mathematics
- **Extended mathematics**, in which the standard mathematics framework is supplemented by additional topics and skills, providing greater breadth and depth.

Extended mathematics provides the foundation for students who wish to pursue further studies in mathematics, such as higher level mathematics (HL), which is part of the IB Diploma Programme.

In the assessments, 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). They work through investigations to become risk-takers, inquirers and critical thinkers. They use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing. They also transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Sample Assessment question Mathematics

• 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 can be modelled using the equation $y = -0.05x^2 + x + 6$ where y represents the number of cars and x represents the time period in minutes.

• Use the equation to 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 mathematic assessment only].

Arts

In MYP years 1 to 3, students undertake a consecutive rotation of disciplines for a set period of time each, though not necessarily a full school year. These modules each focus on a single arts discipline – such as visual art, music or drama.

In MYP years 4 and 5, they focus on each discipline separately based on their subject choices.

In MYP arts, students function as artists as well as learners of the arts. Artists must 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 worldview. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

At the end of MYP5, students do an ePortfolio prescribed by the IB. These ePortfolios are externally moderated by IB.

Sample questions -Assessment

Artists will develop a portfolio which demonstrates:

- an investigation into the work of master artists, theorists and practitioners.
- the application of creative-thinking behaviours to generate artistic intentions.
- acquiring, developing and applying skills and techniques while exploring artistic ideas.
- applying the outcomes of your investigation in the development of their own work.
- critical appreciation of the work of others.
- critical evaluation of your own work and its impact on the wider world.



Design

At VKE, students study combined design from MYP1 to MYP5.

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. Students are assessed throughout the year in shorter and longer projects, with focused tasks used to address particular skills.

At the end of MYP5, students do an ePortfolio prescribed by the IB and externally moderated by IB.

Physical and health education

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.

At the end of MYP5, students do an ePortfolio prescribed by the IB and externally moderated by IB.

Sample Assessment question

Design

Based on our unit, identify a design challenge or problem; research, develop and create a product or solution; and evaluate its success. Your design portfolio will include a design brief, specifications, and documentation of process and reflection.

Sample Assessment question

Physical and Health Education

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

Interdisciplinary learning

Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

Younger learners often make connections naturally between different areas of knowledge, in order to understand the world around them. In some cases, this is because they have not yet been socialized into the disciplinary perspectives that organize the academic world.

Even though secondary education usefully organizes learning into disciplinary compartments as a response to increasing specialization, our ever-changing world also demands education that empowers people to integrate disciplines in novel and creative ways.

As knowledge and information multiply, critical thinkers must successfully integrate disciplinary perspectives to understand complex issues and ideas.

At VKE we engage students in at least one collaboratively planned interdisciplinary unit in each year of the MYP in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

In the assessments, students will evaluate how more than one discipline contributes to the interdisciplinary understanding of real-world issues and ideas. They will integrate knowledge from more than one discipline in ways that inform inquiry into real world issues and ideas in order to explain phenomena or create a product. They will also reflect on the development of their interdisciplinary understanding of real-world issues and ideas.

MYP interdisciplinary learning examination tasks are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in interdisciplinary courses and **theory of knowledge**.

Sample Task- assessment:

The following questions relate to five written and rich-media stimulus material including infographics, graphical data, a video of an algorithm, a promotional video of a matching service, and an article from Psychology Today.

- References 2, 3 and 5 illustrate the principles used for a people matching service . To what extent is mathematics and language and literature connected to make a successful match?
- Explain how reference 4 includes another discipline that could help people understand the factors that improves life satisfaction and happiness.
- Discuss how you could use your new interdisciplinary understanding to improve happiness within your school community.

Inclusion and learning diversity in MYP

As part of the MYP curriculum, at VKE, we address differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment.

For students with access needs, we have developed an inclusion/special educational needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

Student well-being in MYP

At VKE, the concept of well-being is seen as an integral component of education. It is ensure that students learn to value their health.

Well-being is integrated into the curriculum embedding mental health practices and life skills into everyday learning. This includes

- Mindfulness and Relaxation Techniques
- Physical Activity and Healthy Lifestyle
- Time Management and Study Skills
- Emotional intelligence and Self-Care

Creating a supportive environment is essential for fostering student well-being. We built a school culture that values mental health and provides the necessary resources and support systems. This includes:

- encouraging open dialogues between students, teachers, and parents to address mental health issues proactively.
- Peer Support Programs to create a sense of community and allow students to support each other, share experiences, and reduce feelings of isolation.
- Counselling Services that provide access to trained counsellors who can offer guidance and support. Regular counselling sessions can help students navigate academic pressures and personal challenges.
- Positive School Climate by implementing anti-bullying policies, celebrating diversity, and encouraging respect and empathy among students.

To ensure the effectiveness of well-being strategies, we also assess and monitor students' mental health regularly. Focusing on such crucial concepts creates a balance between mind and body that helps nurture well-being in students.

Responsibilities of MYP students at VKE

The students of IB MYP at Victorious Kidss Educares are expected to show positive attitude and good behavior. They are expected to be accountable and responsible for their own actions while at the same time, show respect and empathy towards other members of school community involved in the process of their learning either directly (Teachers, Other Student, Coordinators) or indirectly (Administration staff). As enthusiastic learners and curious scholars, all IB students are expected:

- To show respect and courtesy to all teachers, staff, parents, peers and visitors
- To show self-discipline and a sense of responsibility for their own language and behavior
- To behave properly and be prepared for all classes to foster learning,
- To be highly motivated to accept challenges through personal initiatives while keeping academic honesty in mind
- To work effectively within a team with the team members.
- To demonstrate excellent command over spoken and written languages they are learning and keep raising the bar of academic potential.
- To be actively involved in Service as Action, demonstrating a willingness to assume leadership role within and outside of school. They are expected to participate in co-curricular activities and add exuberance to their school life.
- To focus on having their own unique global perspectives along with appreciation for and sensitivity to other cultures and perspectives.

Homework

Homework is an important component of MYP, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance. Homework assignments are given to prepare students for the next day's lesson or to offer students the opportunity to practice newly acquired skills. Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond.

MYP assignments such as reports, and projects take many weeks of careful planning and good organization on the part of the student. We promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings. Students are responsible for organizing their time appropriately. Getting work done on time requires careful planning, organization, determination and self-discipline. These qualities are important in the later working-careers of students and in their personal lives.

Teachers would set homework that will be achievable and meaningful. They provide tasks that support the learning that has, or will, occur in the classroom. Our teachers establish a fair homework program and set dates and provide feedback, where appropriate.

Student's Code of Conduct

“We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.” Swami Vivekananda

The school is driven by the motto of ‘Learning to Love to Learn’ and we believe ‘**Every Child Matters (ECM)**’. Victorious Kidss Educares focuses on education for building character. Learning is not merely for earning. We strive to make the children responsible for their own learning. We try to collaborate with parents, so as to establish firmly, and yet not forcibly, certain practices and understanding. Henceforth, students are expected to be proactive and show:

Self- discipline: The Student is

- punctual about his/her work (projects and assignments)
- punctual about the school timing
- smartly dressed in complete school uniform
- interactive with peers and attentive in class

Integrity: The Student

- always tells the truth
- uses language politely

Empathy: The Student

- is sincere and courteous
- takes care of class belongings
- looks for opportunities to help others
- treats others as he/she would like to be treated

Cooperation: The Student

- cooperates with everyone in the school environment
- interacts well with peers
- participates in class discussion
- includes everyone while playing
- follows instructions

Independence: The Student

- follows school/class rules

Appreciation: The Student

- appreciates the differences in one another

Academic Integrity

Academic integrity in the Middle Years Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic integrity serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed IB guidelines.

What is academic misconduct?

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.

Categories of “academic misconduct” in the IB:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Good practice—recommendations for students:

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

As the legal guardian of a Middle Years Programme student, how can we support our children?

- Encourage them to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements of the Middle Years Programme and what is expected of students.
- Encourage them to ask their teacher for advice if they are having difficulty with their work.

The procedures prescribed by the external examination authority (i.e. IB) will apply for all externally assessed work. In addition to this, for the work assessed within the school, policy and procedures, consistent with the IB policy would be applied.

IB MYP Assessments and Criteria

At VKE we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment. The program provides teachers with a structure for assessment based on fixed objectives for the final year (MYP 5), the teachers can then adapt the criteria to meet the needs of their students in earlier years.

The following is a summary of all subjects together with their assessment criteria including the Personal Project.

Subject	Criterion A (max 8)	Criterion B (max 8)	Criterion B (max 8)	Criterion D (max 8)
Language and Literature	Analyzing	Organizing	Producing text	Using language
Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and 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-life contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Assessments are:

- **Varied in approach:** Students are assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.
- **Criterion related:** Assessment in the MYP is criterion-related and directly linked to the aims and objectives of the subject groups. MYP criterion-related assessment leads to teaching

and learning that is grounded in inquiry, while maintaining disciplinary rigour. The “criterion-related” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessments in MYP promote a deeper understanding of subject content by supporting students in their inquiries set-in real-world contexts. It provides opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments.

The aim of MYP assessment is to support and encourage student learning. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives.

External Assessment

MYP eAssessment offers students opportunities to demonstrate disciplinary and interdisciplinary understanding, international-mindedness, critical and creative thinking, problem-solving skills and the ability to apply knowledge in unfamiliar situations. On-screen examinations and e-portfolios provide a balanced model of assessment for schools seeking IB-validated grades. Official IB recognition of achievement in the MYP is only available for students who participate in and successfully complete the required e-Assessments.

eAssessment comprises of the strategies for assessing what students know and are able to do:

- ePortfolios of carefully defined coursework in Arts, Design and Physical and Health Education, using a process of dynamic sampling to moderate results to a global standard. This also includes the mandatory personal project portfolio.
- On-screen examinations (with each exam lasting between one hour and 45 minutes and two hours) for selected courses in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and Interdisciplinary Learning.
- The Language acquisition assessment comprises one on-screen examination and one internally assessed individual speaking assessment.

The graphic below outlines how the two types of assessment—on-screen examinations and ePortfolios—are divided across the MYP's various subject groups. The Language acquisition assessment comprises one on-screen examination and one internally assessed individual speaking assessment.

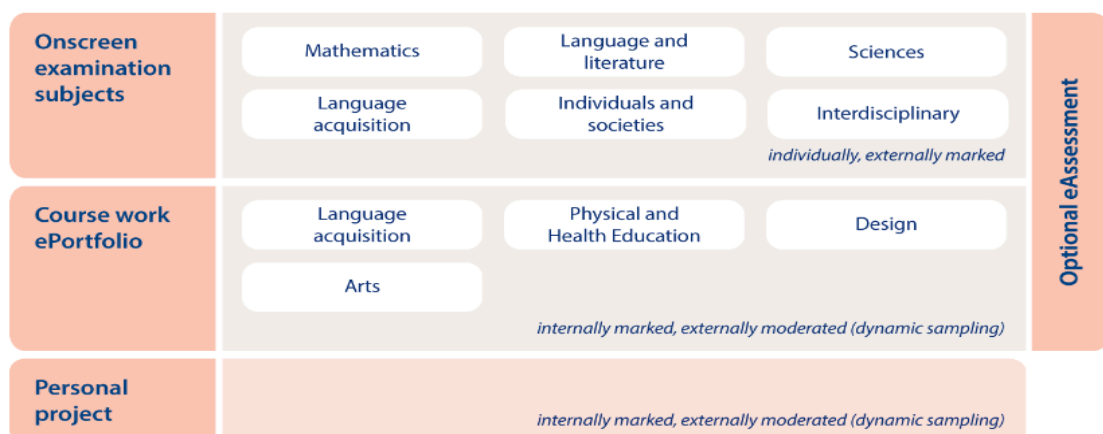


Image 5

Reporting of Students' achievement

Reporting is a means of giving “Feedback” for assessment. Reporting on assessment is communicating what students know, understand and can do. It describes the progress of students' learning, identifies areas for growth.

At VKE we support and encourage student learning by providing feedback during the learning process.

At VKE we report on each student's progress through:

1. Conferences in MYP

The purpose of conferences is sharing of information between teachers, students and parents. These conferences may take a formal or informal structure. Amongst others, the types of conferences that we follow are:

i. Teacher–student

These are designed to give students feedback so that they can reflect on their work and further refine and develop their skills. The frequency varies from once in two weeks to once in 6 weeks, subject to the age group of the students; in order to support and encourage the student's learning and teachers' planning.

ii. Teacher–parent(s)

These are designed to give the parents information about the student's progress, their needs, and about the school's programme. Teachers should take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. The parents should take the opportunity to provide the teacher with the cultural context of the students' learning. With prior appointment, every Saturday the parents can meet the Home room teacher and concerned teachers.

iii. Student-led

Student-led conference would involve the student, teachers and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of learning situations.

These experiences at Victorious Kidss would require:

All students to participate in student led conference once a year

Class time to be given to collect and reflect on work

A reflection sheet to be completed by all three groups involved (Student, parent and teacher)

iv. Three-way

Three-way conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who is responsible for supporting the student through this process. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report. All of the participants must understand the format and their roles prior to the conference. Three-way conference is held once a year.

2. Written report [Term 1 and 2 Report]

The Written Report is given at the end of term 1 and 2. The school strives to communicate, share and reflect on students learning at the end of each term. The Report indicates areas of strengths, areas of improvement in all disciplines, the attributes of learner profile and skills of students.

3. Portfolio

Portfolio is to identify student's growth and to provide a continuum for students to track their learning process and define their growth as a learner. The portfolio is to provide data to parents, teachers and students on student's progress on all areas of curriculum, handling attitudes, skills and learner profile.

At the end of terms students share their portfolio with parents. The portfolio consists of work samples of different subject area, summative assessments, and student's reflection sheets from all areas of development. Key work pieces in the portfolio have a reflection completed by the teacher / student. The work collected reflects the student's growth as a learner.

MYP Awards:

At the conclusion of MYP year 5 all students will receive a final grade from 1 (unsatisfactory) to 7 (excellent) in each subject. Students who complete MYP year 5 are eligible to receive IB MYP record of achievements in the programme, including successful completion of the personal project and the school's expectations for community service.

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- Six on-screen examinations (one from each of five required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course in physical and health education, arts or design and language acquisition
- The personal project.

In order to obtain the MYP certificate, students must meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course

The maximum total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required eAssessment. Students must achieve a total of at least 28 points, with a grade of '3' or higher in each eAssessment component, to be eligible to receive the IB MYP certificate. For students who complete more than one eAssessment for each required or selected subject group, the highest available grade for that requirement contributes to the certificate total.

Transitions from the MYP

Recognition of the MYP The Association of Indian Universities (AIU) equates IB Middle Years Programme (MYP) with grade 10 of an India Board Assessment. Students having completed the MYP are entitled to apply for admission for higher studies in any school or college in India.

The MYP aligns most closely with the IB Diploma Programme (DP) and IB Career-related Programme (CP), ensuring a smooth transition for students who continue their education within the IB continuum.

MYP students acquire the knowledge, skills and attitudes that they need in order to be successful in the final years of secondary school and beyond. The MYP's focus on approaches to learning provides ideal preparation for the kind of rigorous study that opens doors to higher education.

The MYP prepares students for the DP and CP by reflecting the depth, breadth and balance that is characteristic of all IB programmes.

As they move through educational systems and schools structures, students benefit from the consistent educational aims, clear pathways for progression through academic disciplines, and shared approaches to teaching of the MYP, DP and CP.

In a developmentally crucial period, this alignment helps students flourish personally and academically.

In the final two years of the MYP—as they anticipate the DP or CP – students and their families work with their IB World School to make important decisions about subject choices, qualifications and career options.

In MYP Year 5, students can participate in MYP eAssessment, an optional component of the programme which features examinations and externally-evaluated course work like that often required at the end of secondary school.

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