



## THE MIDDLE YEARS PROGRAMME

*Grades 6 to 10*

An **inspired** school

Embracing **Individuality**. Preparing **Leaders**.





## *A word from* **OUR PRINCIPAL**

Welcome to the IB Middle Years Programme (MYP)  
at St John's.

As an IB Continuum School, we are proud of the  
learning opportunities that the externally benchmarked  
IB MYP offers.

Building on inquiry and concept-based learning  
from the IB PYP, the IB MYP introduces a very clear  
assessment model with subject specific criteria against  
which student achievement is measured, while ensuring  
an on-going focus on interdisciplinary links that reflect  
the way in which our world works. These criteria are  
published in this guide for your information.

Students study a broad curriculum based on the eight IB  
MYP subject groups. Each semester, and in each subject,  
students will be assessed against these criteria both  
formatively (assessment for learning) and summatively  
(assessment of learning). The summative achievement  
levels for each of the four criteria are then used to  
create a 1-7 IB grade. These 1-7 grades are published at

the end of Semester One as an interim grade, and at  
the end of the academic year as a final grade.

Approaches to Learning skills continue to be developed  
in an age appropriate manner in the domains of  
research, self-management, thinking, communication  
and social interaction with the objective of preparing  
students for the demands of the final years of High  
School and to prepare the way for their transition to  
Higher Education and the world of work.

Teachers, Advisors, Grade Level Leaders, Support Team  
members, Counsellors, the Principal and members  
of the MHS Leadership Team are all here to help  
you whenever you need it. I encourage you also to  
embrace the opportunities presented at school to  
be involved in Sport, Performing Arts, Clubs, Service  
Projects, as well as leadership roles.

I wish you all the best, and I am looking forward to  
getting to know you as you engage with all that the  
Middle Year Programme has to offer at St John's.

**Simon Vanderkelen**  
**MHS Principal, St. John's International School**



# INTRODUCTION

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St John's is fully accredited by the Middles States Association of Colleges and Schools, the Council of International Schools and the International Baccalaureate Organisation. St John's is an IB world school and has been accredited by the IB since 1978. We proudly offer an IB education to students in Primary, Middle and High School. This brochure gives further details about the Middle Years Programme delivered within a framework of the International Baccalaureate Organisation. Some of the text is taken from the official IB documentation.

## INTERDISCIPLINARY LEARNING

The IB MYP challenges students to find solutions to real world problems such as famine, conflict and climate change using an interdisciplinary approach. This is achieved both formally through annual interdisciplinary units of inquiry but also anecdotally throughout each grade level. To make learning as powerful as possible, local contexts are chosen as a basis for investigation.

## SERVICE LEARNING

Service Learning is also a fundamental aspect of the IB MYP framework and promotes service action directly from the curriculum in each of the MYP years. Examples of this include the study of homelessness coupled with a warm clothing drive for the needy in our local community. Philosophically, Service Learning helps develop the IB Learner Profile attributes in our students and encourages them to act for global change hence developing their international mindedness.



# THE MYP PERSONAL PROJECT & MYP EASSESSMENT

At St John's, all students are registered with the IB to complete their Personal Project. This is the culminating event of the IB MYP and aims to challenge students to complete an extended task independently for external validation by the IB.

Students create a plan to manage their time and assess their work to produce both a product and final report that will demonstrate their perseverance, creativity, research and academic skills.

## PERSONAL PROJECT ASSESSMENT CRITERIA

### CRITERION A: PLANNING

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria

### CRITERION B: APPLYING SKILLS

In the personal project, students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skills(s) was/were applied to help achieve their product

### CRITERION C: REFLECTING

In the personal project, students should be able to:

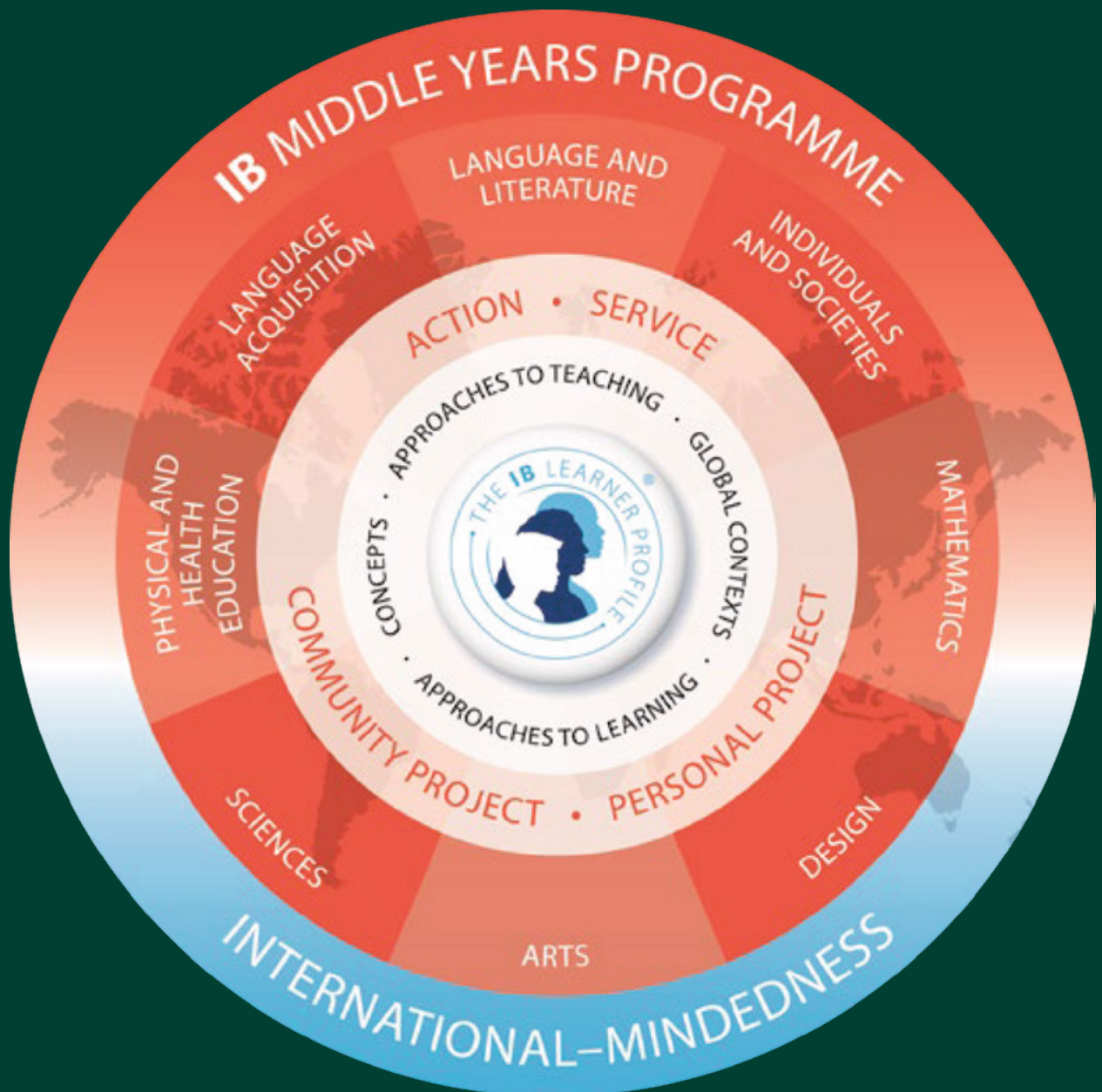
- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria

The Personal Project is also an element of eAssessment that is currently being introduced at the school. Grade 10 students will complete the eAssessment process in May 2024 for the first time to be eligible for the award of the IB MYP Certificate. To be eligible for the award of the MYP Certificate, students must complete a range of on-screen examinations and ePortfolios, as well as the Personal Project – the graphic below provide further details.

ONSCREEN EXAMINATION <i>Subjects</i>	Mathematics	Language & Literature	Sciences
	Individual & Societies	Interdisciplinary	
	Individually, externally marked		
COURSE WORK <i>ePortfolio</i>	Language Acquisition	Physical & Health Education	Design
	Arts		
	Internally marked, externally moderated (dynamic sampling)		
MYP <i>Personal Project</i>			
	Internally marked, externally moderated (dynamic sampling)		



## THE MYP CURRICULUM MODEL



# IB MYP CURRICULUM

GRADE	GROUP 1 Language and literature	GROUP 2 Language acquisition	GROUP 3 Individuals & Societies	GROUP 4 Sciences	GROUP 5 Mathematics	GROUP 6 Arts	GROUP 7 Physical & Health Education (PHE)	GROUP 8 Design
6 MYP 1	English French	English French	Individuals & Societies	Integrated science	Mathematics	Drama, Music Visual Arts	PHE	Design
7 MYP 2	English French	English French	Individuals & Societies	Integrated science	Mathematics	Drama, Music Visual Arts	PHE	Design
8 MYP 3	English French Spanish Dutch German (Mother Tongue)	English French Spanish Dutch German	Individuals & Societies	Integrated science	Mathematics	Drama, Music Visual Arts	PHE	Design
9 MYP 4	English French Spanish Dutch German (Mother Tongue)	English French Spanish Dutch German	History/ Geography	Biology Chemistry Physics	Mathematics core Mathematics Extended	<b>Electives:</b> Drama Music Dance Visual Arts or Digital Design	PHE	

	GERMAN	GERMAN				MUSIC		
10 MYP 5	English French Spanish Dutch German (Mother Tongue)	English French Spanish Dutch German	History or Geography	Chemistry & Physics or Chemistry & Biology or Integrated Science*	Mathematics core Mathematics Extended	<b>Electives:</b> Drama Music Dance Visual Arts	PHE	

\*Provision is also made for those students preparing for competitive entrance exams in health sciences to enable them to study all three experimental sciences in Grade 10.



# MYP SUBJECT GROUP 1

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## LANGUAGE AND LITERATURE

(ENGLISH, FRENCH, DUTCH, GERMAN, SPANISH,  
MOTHER TONGUE LANGUAGES)

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

The main 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



# LANGUAGE AND LITERATURE ASSESSMENT CRITERIA

## *CRITERION A: ANALYSING*

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

## *CRITERION B: ORGANIZING*

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

## *CRITERION C: PRODUCING TEXT*

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

## *CRITERION D: USING LANGUAGE*

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



## MYP SUBJECT GROUP 2

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### LANGUAGE ACQUISITION

(ENGLISH, FRENCH, DUTCH, GERMAN, SPANISH)

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.

The main 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 student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to 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
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

# LANGUAGE ACQUISITION: ASSESSMENT CRITERIA

Unlike other subject areas which adapt assessment criteria to age level, language acquisition adapts assessment expectations to proficiency level: emergent, capable and proficient.

## *PROFICIENT LEVEL*

### *CRITERION A: LISTENING*

At the end of the proficient level, students should be exposed to a wide variety of complex authentic spoken multi-modal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections

### *CRITERION B: READING*

At the end of the proficient level, students should be exposed to a wide variety of complex authentic written multi-modal texts and be able to:

- i. identify explicit and implicit information (facts and/or opinions, and supporting details)
- ii. analyse conventions
- iii. analyse connections

### *CRITERION C: SPEAKING*

At the end of the proficient level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. during interaction, communicate all or almost all the required information clearly and effectively

### *CRITERION D: WRITING*

At the end of the proficient level, students should be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

## MYP SUBJECT GROUP 3

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### INDIVIDUALS AND SOCIETIES

(INDIVIDUALS AND SOCIETIES, HISTORY, GEOGRAPHY)

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.

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

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

# INDIVIDUALS AND SOCIETIES ASSESSMENT CRITERIA

## *CRITERION A: KNOWING AND UNDERSTANDING*

Students develop factual and conceptual knowledge about individuals and societies.

## *CRITERION B: INVESTIGATING*

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

## *CRITERION C: COMMUNICATING*

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

## *CRITERION D: THINKING CRITICALLY*

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











## MYP SUBJECT GROUP 4

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### SCIENCES

(INTEGRATED SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS)

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

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

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

# SCIENCES ASSESSMENT CRITERIA

## *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*

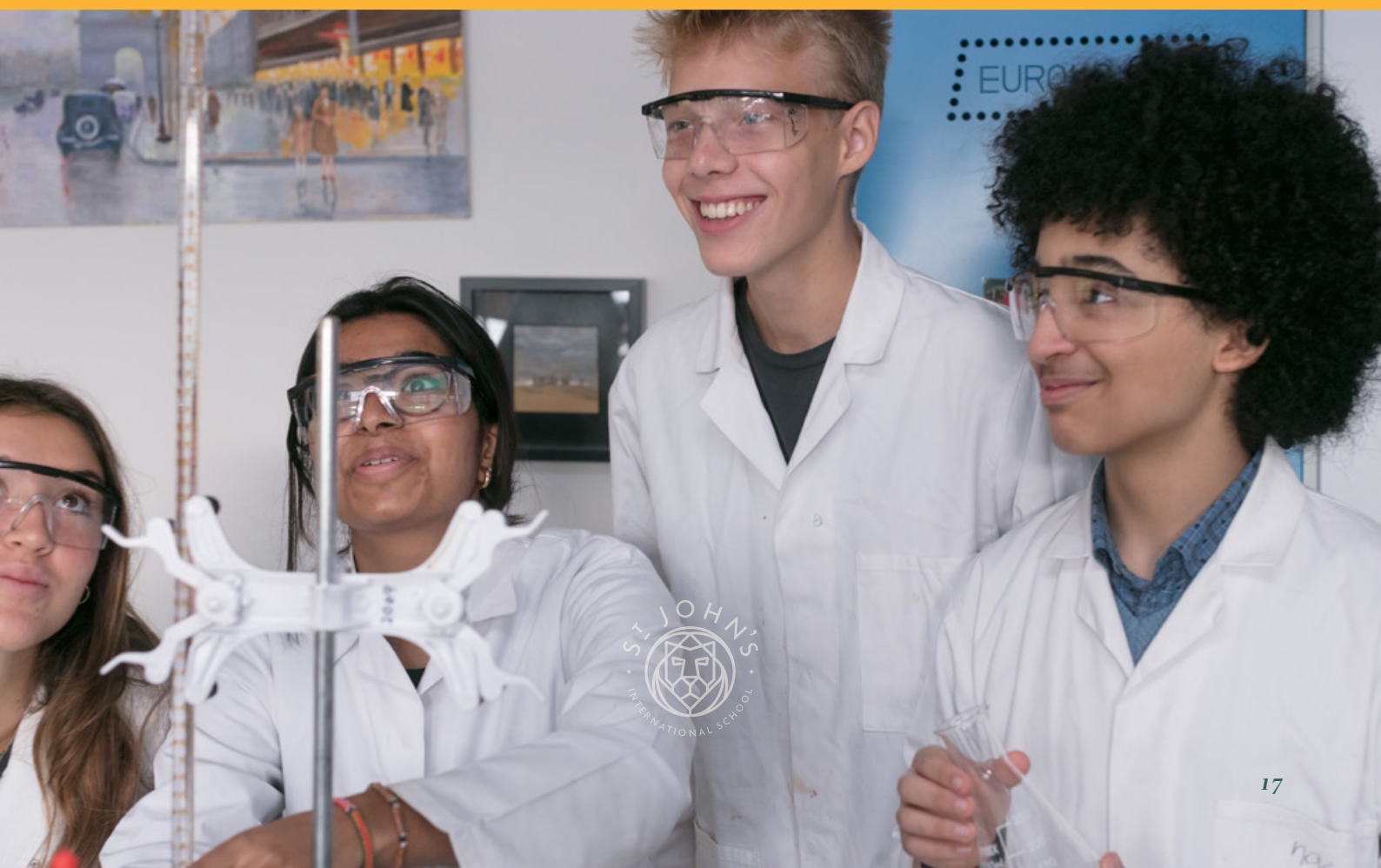
Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

## *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.



## MYP SUBJECT GROUP 5

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### MATHEMATICS

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

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

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

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



# MATHEMATICS

## ASSESSMENT CRITERIA

### *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.



## MYP SUBJECT GROUP 6

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### THE ARTS

(DANCE, DRAMA, MUSIC, VISUAL ARTS)

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.

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



# THE ARTS ASSESSMENT CRITERIA

## *CRITERION A: INVESTIGATING*

At the end of year 5/Competent stage, students should be able to:

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. critique an artwork or performance from the chosen movement or genre

## *CRITERION B: DEVELOPING*

At the end of year 5/Competent stage, students should be able to:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry

## *CRITERION C: CREATING/PERFORMING*

At the end of year 5/Competent stage, students should be able to:

- i. create or perform an artwork

## *CRITERION D: EVALUATING*

At the end of year 5/Competent stage, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist



## MYP SUBJECT GROUP 7

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### 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.

The main 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



# PHYSICAL AND HEALTH EDUCATION ASSESSMENT CRITERIA

## *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.



## MYP SUBJECT GROUP 8

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### DESIGN

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

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The main 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





# DESIGN ASSESSMENT CRITERIA

## *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.









## CONTACTS

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