



THE CODRINGTON SCHOOL
THE INTERNATIONAL SCHOOL OF BARBADOS



IB Middle Years Programme Handbook for Parents & Students

2025-26



Table of Contents

History of the International Baccalaureate	1
What is the IB Middle Years Programme?	1
Why choose the IB Middle Years Programme?	1
The IB Learner Profile	2
 The MYP Programme Model	 3
Conceptual understanding in the MYP	5
The MYP global contexts	6
Approaches to learning	7
The personal project	8
Assessment in the MYP	9
Service as action/ CAS Jr	11
 Course offerings	 12
Subject group aims and objectives	12-19

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.

History of the International Baccalaureate

The International Baccalaureate® (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the IB Diploma Programme. What started life as a single programme for internationally mobile students preparing for university, has today grown into three programmes for students aged 3 to 19.



The International Baccalaureate (IB) offers three programmes:

- the Primary Years Programme (PYP) for students aged 3–12, available since 1997
- the Middle Years Programme (MYP), designed as a five-year programme for students aged 11–16, available since 1994
- the Diploma Programme (DP), an internationally recognized pre-university course of study for students aged 16–19, available since the late 1960s.

What is the IB Middle Years Programme?

The MYP began as an initiative formulated by groups of practising teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. It was intended that this curriculum would share much of the same philosophy as the DP and would 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 a degree of diversity. In this framework, emphasis was placed on developing the skills and attitudes, the understanding of concepts and the knowledge needed to participate in an increasingly global society. It provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers. At present, the Middle Years Programme is offered by 1,450 schools spread over 152 countries and is still growing.

Why choose the IB Middle Years Programme?

Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning.

At The Codrington School, The Middle Years Programme (MYP) provides a natural progression from the Primary Years Programme, and acts as preparation for – and a precursor to – the Diploma Programme. It also articulates well with other academic programmes around the world in terms of both curriculum and adolescent development.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience.

You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

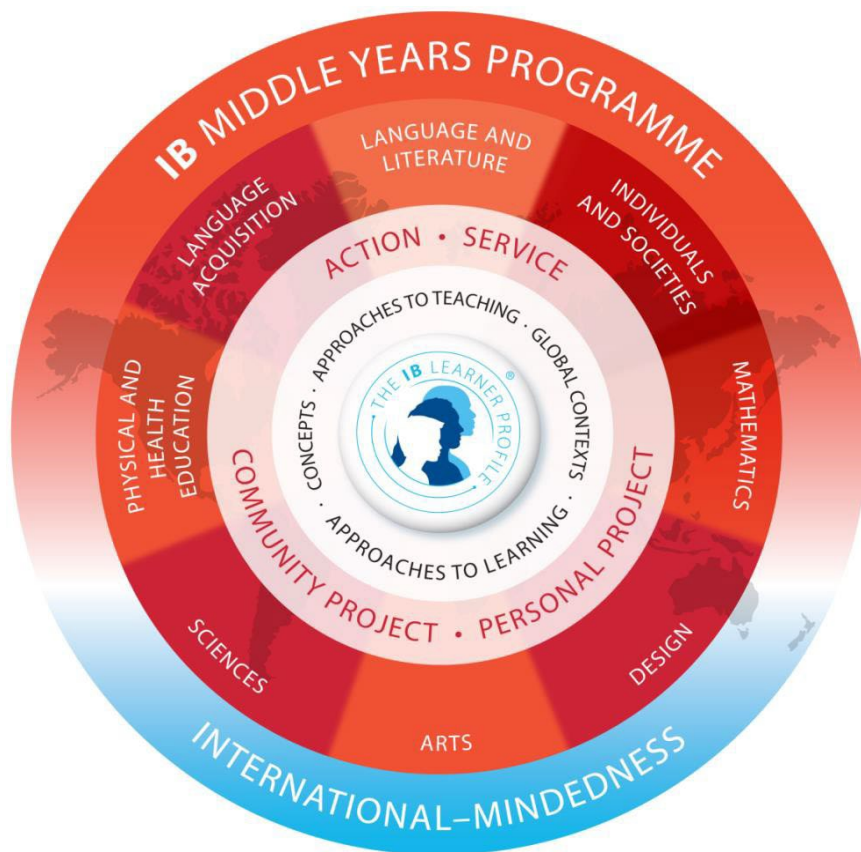
Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

The MYP Programme Model

IB programme models highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning



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.

- Approaches to learning (ATL)—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry.
- Concepts—highlighting a concept-driven curriculum.

- Global contexts—showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

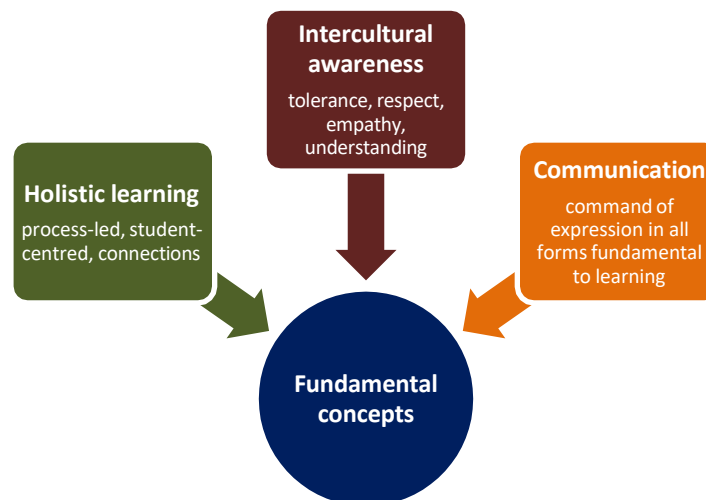
- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4; **the community project is currently not offered at TCS**).

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Students are required to study their mother tongue (through language and literature), a second language, individuals and societies (which is humanities-based), sciences, mathematics, arts, physical and health education, and design. In the final year of the programme (MYP5), students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects, hence the lack of clear dividing lines between subjects. Aspects of the global contexts are addressed naturally through the distinct disciplines. The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum:



Conceptual Understanding in the MYP

In the MYP, students engage with a defined set of *key* and *related* concepts. These concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.

The exploration and re-exploration of concepts lead students towards:

- deeper understanding of the subject group
- appreciation of ideas that transcend disciplinary boundaries
- engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations.

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

The MYP Global Contexts

In the MYP, learning contexts should be (or should model) authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from *global contexts* to encourage international mindedness and global engagement within the programme.

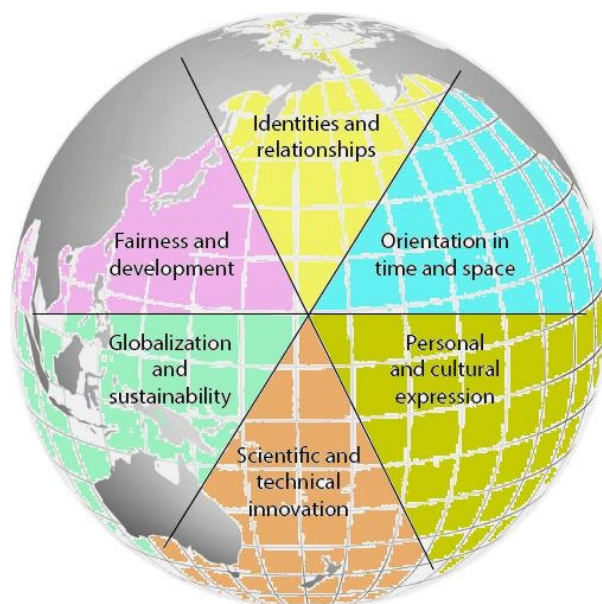
Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Teachers can impact on student learning by providing engaging and inspiring global contexts that contribute towards development of the attributes of the IB learner profile. Learning in global contexts enables learners to directly link concepts with their own lives and put knowledge into action. This contextual learning helps teachers and students answer the important question "Why are we learning this?"

In a world of increasing interconnection and complexity, learning in context provides students with opportunities to explore multiple dimensions of meaningful challenges facing young people in the world today, encouraging them to develop creative solutions and understanding. The MYP encourages teachers to design units around a range of ideas and issues that are personally, locally, nationally, internationally and globally significant.

Essentially, the global contexts are lenses through which students and teachers explore issues within each unit of learning. The help focus and shape units of learning, while also acting as useful tools for examining the world around us.

Global Contexts

GLOBAL CONTEXT	KEY QUESTIONS	DEFINITION
Identities and relationships	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.
Orientation in space and time	What is the meaning of <i>when</i> and <i>where</i> ?	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?	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?	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?	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?	Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.



Approaches to Learning

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

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

ATL Skill Categories	MYP ATL Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self management	III. Organisation IV. Affective V. Reflection
Research	VI. Information literacy VII. Media literacy
Thinking	VIII. Critical thinking IX. Creative thinking X. Transfer

Learning Skills in the MYP— Approaches to Learning (ATL) Skills



The Personal Project MYP 5

The personal project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal projects revolve around a challenge that motivates and interests individual students.

All students in MYP year 5 must complete the personal project. Students have a one hour in-school period per week to work with their mentors and supervisors on their project. The project should be challenging and push the students to expand their knowledge base. Projects range from learning a new art technique, to perfecting a sporting skill to researching family history and creating a documentary.

At The Codrington School, the MYP 5 personal project is one of the pre-requisites for students progressing from MYP 5 into the diploma programme. Projects are submitted to the IB and graded according to world standards.

The **aims** of the MYP projects are to encourage and enable students to:



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

MYP personal project objectives

The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Listed below are the objectives of the personal project specifically.

Objective A: Planning

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.

Objective B: Applying skills

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 skill(s) was/were applied to help achieve their product.

Objective C: Reflecting

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.

Assessment in the MYP

Assessment in the MYP is criterion-referenced, so students around the world are measured against pre-specified criteria for each subject group. Tasks, assignments and projects are assessed internally, both summatively (at the end of each unit of work) and formatively (continuously throughout each unit of work). Feedback is given informally for formative assessments, and formally for summative assessments. External checks (either moderation or monitoring of assessment by IB examiners) are carried out on this internal assessment to ensure worldwide consistency of standards.

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analyses and reflections.

Assessments can be classified into *formative* and *summative*. Summative assessments usually happen at the end of a learning period, such as the end of an MYP unit of work, a semester, or a school year, in order to check current levels of student achievement within the context of the subject aims and objectives. Formative assessments, on the other hand, are done on a continuous basis to establish the progress of lesson-to-lesson learning.



At The Codrington School, we make use of both quantitative and qualitative assessment strategies, as well as tools that provide opportunities for peer and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

The types of assessment tools available to teachers include all forms of:

- oral/visual work
- written work
- practical work.

Teachers select appropriate tasks and assessment tools according to:

- the resources available within the school
- the subjects to which they are being applied
- the particular objectives that are being measured.

At the end of each unit, students receive an MYP 'level', as prescribed in the various subject guides. This level is based on criteria mandated by the IB. The descriptors for each level provide a snapshot of what the student is currently achieving, and what needs to be done for further development. Students do not receive 'grades' in the MYP, and there are no percentages or letters representing achievement. Essentially, student achievement is measured individually and personally, rather than competitively and comparatively.

There are no formal examinations set or marked by the IB, however, at The Codrington School, there are annual examinations, during the third term of the school year. These examinations are separate from the MYP summative assessments, and do not affect a student's ability to progress. The examinations are intended as preparation and practice for students, rather than as markers of annual achievement. Examination levels are included on the year-end progress report as separate from summative assessment levels.

Assessment in the MYP has	
increased emphasis on	decreased emphasis on
planning, teaching and assessment as integrated processes	planning, teaching and assessment as isolated processes
using a range and balance of assessment strategies involving students in self and peer assessment	reliance on one assessment strategy or tool teacher-centred assessment
using a range and balance of recording tools and reporting strategies	reliance on one strategy for recording and reporting
giving students regular and ongoing feedback throughout MYP units of work	concluding an MYP unit of work with 'testing'
enabling students to see assessment as a means of describing and improving learning	assessing for the sole purpose of assigning a grade
assessing the levels of students' current knowledge and experience before embarking on new learning.	embarking on new learning before assessing the level of student's current knowledge and experience.

A Report Card Sample:

Language acquisition: Chinese Phases 1, 2, 3	A	B	C	D	
Risa Aoki	6	6	7	8	6
Rachel has been doing well on our written work, but needs to work harder on her pronunciation. Jia you!					

Grade	1	2	3	4	5	6	7
Boundaries	0 – 5	6 – 9	10 – 14	15 – 18	19 – 23	24 – 27	28 – 32

SERVICE AS ACTION MYP 1-3

Service as action is a vital part of the MYP Programme at The Codrington School and is a mandatory requirement for students to complete. It starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. Giving importance to the sense of community throughout the programme encourages responsible citizenship and seeks to deepen the student's knowledge and understanding of the world around them.



For student development to occur, Service as Action should involve:

- Real, purposeful activities, with significant outcomes
- Personal challenge—tasks must extend the student and be achievable
- Thoughtful consideration, such as planning, reviewing progress and reporting
- Reflection on outcomes and personal learning

Each project should revolve around one or more of the following objectives:

1. Increase their awareness of their own strengths and areas for growth
2. Work collaboratively with others
3. Show perseverance and commitment to their activities
4. Undertake new challenges and develop new skills
5. Plan and initiate activities
6. Be engaged with issues of global importance
7. Consider the ethical implications of the service

Reflecting on your Service as Action project/activities:

You have done the hard work, made a real difference in the life of another person and want to share it with the world. But what important lessons did you learn as an individual or as a group? Reflection is a valuable tool to separate the specific moments you are proud of from the moments when things did not go so well. It allows

you to outline your learning outcomes and how they were achieved. Important questions for you to ask yourself include:

- What were my overall thoughts of the project/activity?
- Did I plan well and take action appropriately?
- Did I manage to achieve my goals for the project? My learning outcomes?
- How successful was the project?
- If I had to repeat the project, what would I do differently?
- How did the group work together (for group projects)?
- How can I apply what I learned to other situations?



CAS JR MYP 4-5

CAS Jr. is a pre-DP experience specifically for students in MYP5. As a community, we believe that CAS is not only something that you do during school time, but rather gives the individual student many skills needed to being good citizens who are servant leaders.

In CAS Jr, each student must be working on one C (Creativity), one A (Activity) and one S (Service) for a minimum of 12 weeks. Students often combine these areas to maximize the events they are involved in. In the Spring, students will also work on a Collaborative Community project with the idea that they will generate a collaborative approach to planning and preparation prior to putting their project into action.

CAS Jr. allows students to become involved in their school, their communities, and in the world by discovering their strengths and becoming teachers and learners each day.

Course Offerings

In the IB MYP, there are eight (8) subject groupings available. At The Codrington School, all eight groups are represented, with varying discrete subject areas being offered.

Subject Groups	Subjects	Years Offered
Language A	Language and Literature	MYP 1-5
Language Acquisition	French	MYP 1-5
	Spanish	MYP 1-5
Individuals & Society	Humanities	MYP 1-3
	Finance	MYP 4-5
	History	MYP 4-5
Mathematics	Mathematics	MYP 1-5
	Extended Mathematics	MYP 4-5
Physical Education	PHE	MYP 1-5
Arts	Visual Arts	MYP 1-5
	Performing Arts	MYP 1-5
Science	Integrated Science	MYP 1-2
	Integrated Science (Biology, Chemistry	MYP 3-5
	Environmental Systems & Societies)	
Design	Design	MYP 1-5

Subject Group Aims and Objectives

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject. The objectives encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. Assessment in the MYP is based on these objectives and objective strands.

Arts

The **aims** of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

The **objectives** of MYP arts are:

Objective A: Investigating

Objective C: Creating/Performing



Objective B: Developing

Objective D: Evaluating

Individuals and societies

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



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

The **objectives** of MYP individuals and societies are:

A) Knowing and understanding

B) Investigating

C) Communicating

D) Thinking critically

Language and literature

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

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.



The **objectives** of MYP language and literature are:

Objective A: Analysing

Objective B: Organizing

Objective C: Producing text

Objective D: Using language



Language acquisition

The **aims** of the teaching and learning of MYP language acquisition are 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 own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The **objectives** of MYP language acquisition are:

A Listening

B Reading

C Speaking

D Writing

Mathematics

The **aims** of MYP mathematics 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

- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate 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.

The **objectives** of MYP mathematics are:

- A) Knowing and understanding
- B) Investigating patterns
- C) Communicating
- D) Applying mathematics in real-life contexts

Sciences

The **aims** of MYP sciences are 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.

The **objectives** of MYP sciences are:

A) Knowing and understanding

B) Inquiring and designing

B) Processing and evaluating

D) Reflecting on the impacts of science



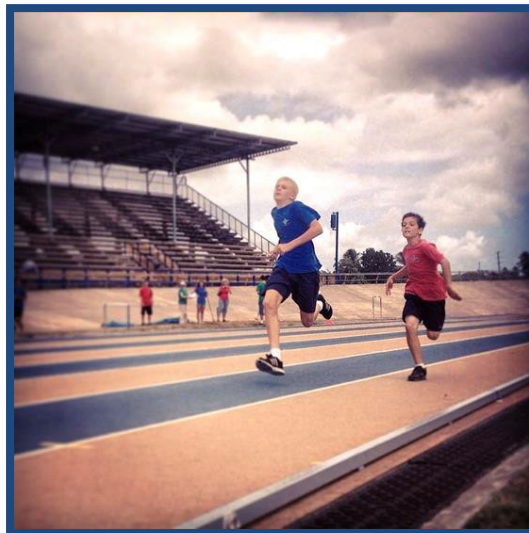
Physical and health education

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

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

The **objectives** of MYP physical and health education are:

- A) Knowing and understanding
- B) Planning for performance
- C) Applying and performing
- D) Reflecting and improving performance



Design

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



- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems

The **objectives** of MYP design are:

A) Inquiring and analysing

B) Developing ideas

C) Creating the solution

D) Evaluating



Details on each subject objectives are available in the SUBJECT GUIDES online via our Managebac Platform.
The guides are located in the Parents Files Sections

