

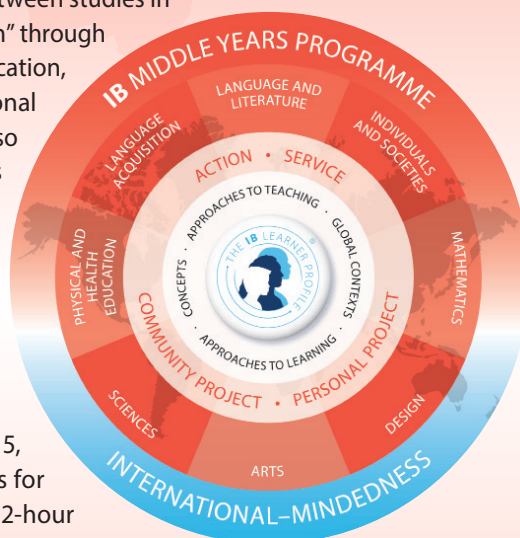
Interdisciplinary teaching and learning in the MYP

For use from 2021 (with first eAssessment in May 2023)

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2-hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics, and interdisciplinary learning. They must also submit an ePortfolio in language acquisition and in one of the following: design, arts, or physical and health education. Finally, they must complete a moderated personal project, and complete school-based expectations for service as action (community service).



I. Course description and aims

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to 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.

MYP schools must 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.

The aims of interdisciplinary learning in the MYP are encourage students to:

- develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding
- explore (and integrate) different and diverse perspectives through inquiry
- reflect on the unique ways interdisciplinary learning allows us to communicate and act.

II. Curriculum model overview

The MYP interdisciplinary curriculum is developed across a continuum in which disciplines borrow from each other, share common threads, combine in formal units of study or are organized into discrete courses.

The MYP promotes interdisciplinary **inquiry** by integrating discipline-based **conceptual understanding** within the following **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

There is no set number of interdisciplinary learning hours in each year of the MYP, but MYP subject-group teachers are responsible for developing meaningful and ongoing interdisciplinary teaching and learning opportunities throughout the programme.

III. Assessment model

Each interdisciplinary learning objective corresponds to one of three equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Evaluating

Students will evaluate how more than one discipline contributes to the interdisciplinary understanding of real-world issues and ideas.

Criterion B: Synthesizing

Students 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.

Criterion C: Reflecting

Students will reflect on the development of their interdisciplinary understanding of real-world issues and ideas.

MYP eAssessment

Students seeking MYP course results or the MYP certificate must demonstrate their achievement of the subject group's objectives by completing an end-of-course on-screen examination and an internally assessed IB moderated speaking examination.

MYP on-screen examinations are constructed as a series of tasks that sample, simulate or replicate internal assessment practices. The assessments follow an agreed structure that provides a clear framework for developing each examination. The distribution of marks within each eAssessment may vary by no more than three marks from those displayed in the blueprint.

These blueprints enable teachers and students to review the nature and purpose of MYP eAssessment. They provide an important resource for helping students to prepare for on-screen examinations, focusing attention on subject-group criteria and assessment strategies in each subject group.

The MYP interdisciplinary learning on-screen examination comprises two tasks.

Task	Assessment criteria	Points	
Evaluating (A) or Evaluating (A) and Reflecting (C)	Assesses students' ability to analyse and evaluate how disciplines* have been integrated to bring about new perspectives within a real-world issue (criterion A). Students reflect on the development of their own interdisciplinary understanding of real-world issues and ideas (criterion C).	24	12
Synthesizing (B) or Synthesizing (B) and Reflecting (C)	Assesses students' ability to synthesize disciplinary knowledge in order to address a real-world challenge (criterion B). Students reflect on the development of their own interdisciplinary understanding of real-world issues and ideas (criterion C).	12	24

* Two disciplines are selected from MYP language and literature, individuals and societies, mathematics or sciences.

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**.

The MYP certificate requires a satisfactory level of achievement in interdisciplinary learning.

IV. Sample questions

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*.

This material can be found by visiting idprm.ibo.org and navigating to the 'Specimen M23' session.

- 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.

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, visit: <https://ibo.org/en/myp>.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: <https://follettibstore.com>.