



MIDDLE YEARS PROGRAMME

Grades 6 to 10

2026 – 2027



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1. IAA MISSION AND VISION

MISSION

IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.

IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions and promoting a sustainable future.

IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal and social potential.

IAA promotes ethical development, intercultural empathy and a duty to the global and local community.

VISION

To provide a unique educational experience that inspires, nourishes and celebrates the individual; one in which staff, students and parents are proud partners.



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2. THE IB MISSION STATEMENT

The IB 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 IB 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.

3. IB LEARNER PROFILE

At the core of all IB Programmes is the Learner Profile. These are 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities.



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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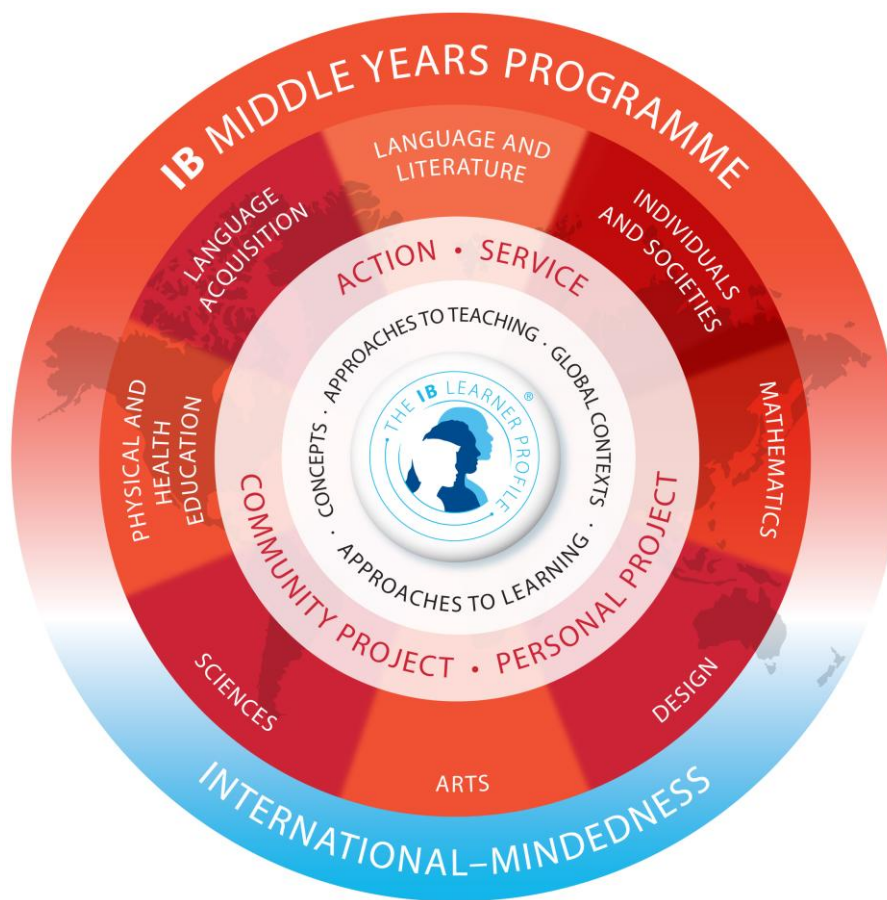
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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4. WHY THE MYP?



The IAA implements the Middle Years Programme (MYP) in (Grades 6-10), the Diploma Programme (DP) (Grades 11- 12) and the Careers Programme (CP) (Grades 11-12) offered by the International Baccalaureate. These programmes are based on the premise that, to allow students to become fully informed and contributive citizens of an increasingly globalized world, schools must teach them to be excellent communicators, to be aware of multiple cultures, including their own, and to make connections between their learning and their lives.

The IAA believes that the MYP ensures that our students will develop a broad knowledge base, strong academic and intellectual skills and the ability to apply their knowledge and skills to the world beyond school.

The MYP has been designed specifically to meet the needs of students in Grades 6 through 10. The programme provides structure and support as students develop independence, responsibility and intellectual curiosity.

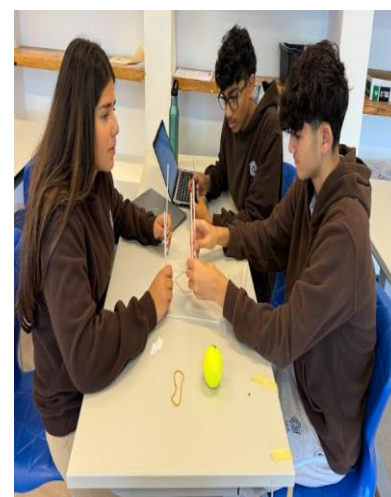
The MYP includes eight subject areas, concepts, Global Contexts, Interdisciplinary Learning, the IB Learner Profile, Approaches to Teaching and Learning skills, Community Engagement and the Community and Personal Projects. The MYP strives to develop students' capabilities through carefully considered learning experiences in all these areas. Information about each of these elements is included in subsequent sections.

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5. DISTINCTIVE FEATURES OF THE MYP

In the MYP, students study different subject groups, with a minimum of 50 teaching hours per subject group each year. Distinctive features of the MYP include:

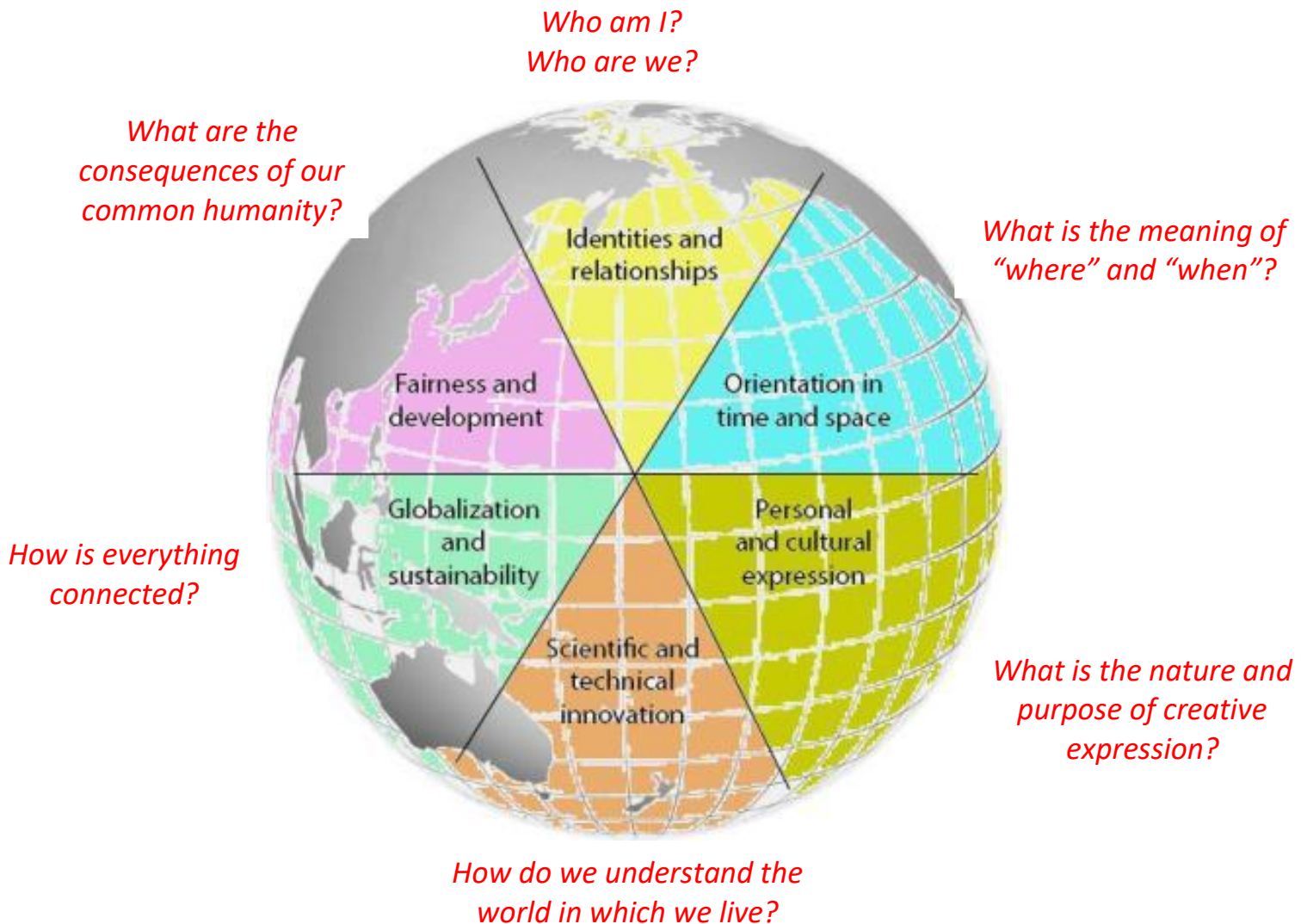
- **Concepts** are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- **Global Contexts** provide shared starting points for inquiry into what it means to be internationally-minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.
- **Approaches to Teaching** are strategies, skills, and attitudes that support learning by encouraging inquiry, collaboration, conceptual understanding and the development of critical thinking across all subjects.
- **Approaches to Learning**, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- **Community Engagement** involves clear learning outcomes that grow from students' participation in local and global communities.
- The **Community Project** gives students in Year 3 (Grade 8) the opportunity to develop awareness of needs in various communities and to address those needs through service learning. It engages them in a sustained and in-depth inquiry, leading to Community Engagement in the community
- The **Personal Project**, for students completing the programme in Year 5 (Grade 10), is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.
- **Interdisciplinary Learning** takes place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues and encourages deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.



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6. TEACHING AND LEARNING IN CONTEXT

Students learn best when their learning experiences have context and are connected to their lives. Global Contexts allow students to develop an understanding of their common humanity and shared guardianship of the planet through appropriate explorations. They invite reflection on local, national and global communities, as well as the real-life issues and concerns. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a programme of international education.



7. TEACHING AND LEARNING THROUGH CONCEPTS

The MYP identifies 16 **Concepts** to be explored across the curriculum. These concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn. They provide a way into a body of knowledge through structured and sustained inquiry.

<p>Communities groups that exist in proximity defined by space, time or relationship</p> <p>groups sharing particular characteristics, beliefs or values</p> <p>groups of interdependent organisms living together in a specific habitat</p>	<p>Time, Space, and Place refers to the absolute or relative position of people, objects and ideas.</p> <p>focuses on how we construct and use our understanding of location (“where” and “when”)</p>	<p>Identity state or fact of being the same</p> <p>refers to the particular features that define individuals, groups, things, eras, places, symbols and styles</p>	<p>Creativity process of generating novel ideas and considering existing ideas from new perspectives</p> <p>ability to recognize the value of ideas when developing innovative responses to problems</p>
<p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste</p> <p>develops skills for the critical appreciation and analysis of art, culture and nature</p>	<p>Systems sets of interacting or interdependent components</p>	<p>Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities</p>	<p>Change a conversion, transformation or movement from one form, state or value to another</p> <p>inquiry into the concept of change involves understanding and evaluating causes, processes and consequences</p>
<p>Relationships connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live</p>	<p>Global Interactions focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole</p>	<p>Communication exchange or transfer of signals, facts, ideas and symbols.</p> <p>involves the activity of conveying information or meaning</p>	<p>Perspective position from which we observe situations, objects, facts, ideas and opinions</p>
<p>Connections links, bonds and relationships among people, objects, organisms or ideas</p>	<p>Logic method of reasoning and a system of principles used to build arguments and reach conclusions</p>	<p>Development act or process of growth, progress or evolution, sometimes through iterative improvements</p>	<p>Form shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance</p>

8. MYP PROJECTS

MYP projects are informed by respected models of service learning and provide stepping stones toward the DP's core requirements for Creativity, Action and Service (CAS).

Supervisors meet with students on a regular basis to share information about requirements and deadlines and to provide advice about how to proceed. However, it is the students themselves who make decisions about what they will do and how they will achieve it. Both projects culminate in a presentation of the students' products or outcome to fellow students, parents, staff and/or members of the wider community.

Community Project

Completed in Grade 8, the Community Project provides students with the opportunity to develop awareness of diverse community needs and respond through service learning. As a culmination of their learning, it involves a sustained, in-depth inquiry that leads to meaningful community engagement.

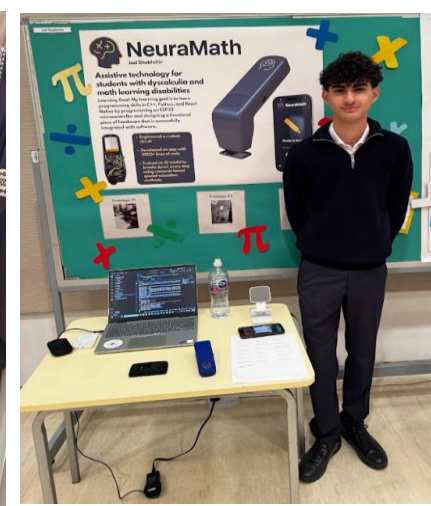


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Personal Project

From the second semester of Grade 9 until February of Grade 10, all students will complete the MYP Personal Project; a year-long project on a topic of the student's choice. This project gives students the opportunity to showcase their talents in unique and creative ways.

For more information, access this link on [Projects](#)



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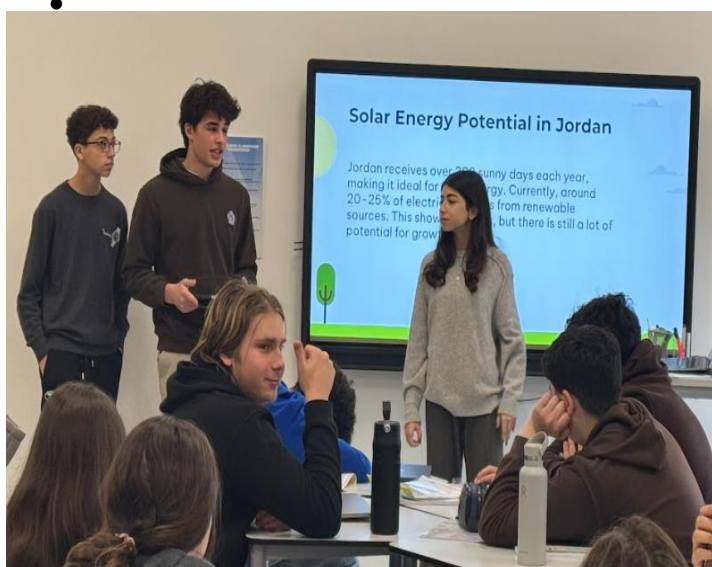
9. COMMUNITY ENGAGEMENT

Community Engagement (CE) is an important aspect of the IB philosophy and curriculum where students engage in experiential opportunities and apply what they learn in the classroom by working on service projects within their multiple communities (local, national, regional and international).

IAA approaches CE with a service-learning framework, which is where genuine and sustainable service opportunities are developed in direct and explicit connection within a unit of one of their subjects. School's Community Engagement policy, previously named Service As Action, can be accessed from this link [IAA Policies](#).

Students must successfully complete the school's CE requirements to be eligible for the IAA High School Diploma. Reflections must indicate that these requirements have been met. The classroom teacher (carrying out the CE activity) and the CE Coordinator will monitor the student's progress.

- Grades 6, 7 and 8 students work on and complete one CE activity per year in subjects where service projects are firmly established. Teachers will guide students throughout the unit.
- Grades 9 and 10 students also complete one CE activity per year derived from the curriculum, but projects are more individual in nature.



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Grade	Community Engagement Unit (completed in 2025 – 2026)
6	<p style="text-align: center;">Save the Soil</p> <p>In Science, students developed new skills and worked collaboratively with others by composting leftovers and food waste at the school.. More than just managing food scraps, composting encouraged a deep appreciation for nature’s balance and introduced practical environmental skills that extended far beyond the classroom.</p>
7	<p style="text-align: center;">Exploring Sustainable Development Goals to Serve the Community</p> <p>In Individuals and Societies, students researched the origin and role of the United Nations. For Community Engagement, the focus was the UN Sustainable Development Goals. Students addressed a specific SDG by creating a product or an outcome that served their community.</p>
8	<p style="text-align: center;">Smart IAA and Point of Sale Display</p> <p>In Digital Design, students explored how to make IAA more environmentally sustainable using Arduino as a medium. Topics included energy and water conservation, biodiversity and pollution. In Product Design, students researched a social, environmental and/or health issue, either local or global. They then used a point-of-sale display to address their chosen issue by promoting certain products.</p>
9 (Arabic A)	<p style="text-align: center;">Our Environment, Our Responsibility</p> <p>In their Arabic Language & Literature classes, students explored environmental issues affecting their school and collaborated to develop practical solutions. They not only implemented changes to improve their immediate surroundings but also raised awareness by presenting their work to Grade 6 students. Through these presentations, they highlighted both school-based and local environmental issues, emphasizing the importance of community involvement and shared responsibility.</p>
9 (Arabic B)	<p style="text-align: center;">Traditional Foods</p> <p>Students learned about the different Jordanian traditional dishes, the history behind them and their nutritional value. Using this knowledge, they prepared and served national Jordanian dishes to their teachers.</p>
10	<p style="text-align: center;">Research and Advocacy on Local Environmental Issues</p> <p>Students researched and advocated for their chosen environmental issue, within a Jordanian context, whilst addressing the question – “Can Science solve all of our problems?”. Topics included waste management, pollution, water scarcity, energy use and food production.</p>



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10. HOW DOES MYP PREPARE STUDENTS FOR THE DP and CP?

By the end of the MYP, students should be able to plan, organize and complete their own learning activities with limited support. They should have strong communication skills using a variety of styles of communication. Students should be able to identify and build on their strengths, as well as identify and accommodate their weaker areas.

In addition to these academic skills, over the course of the MYP, students will develop a strong knowledge and skills base in the different subject areas. These knowledge and skills help to prepare students for the greater challenges of the DP and CP. Given that they are all IB models, there is a natural continuum between them.



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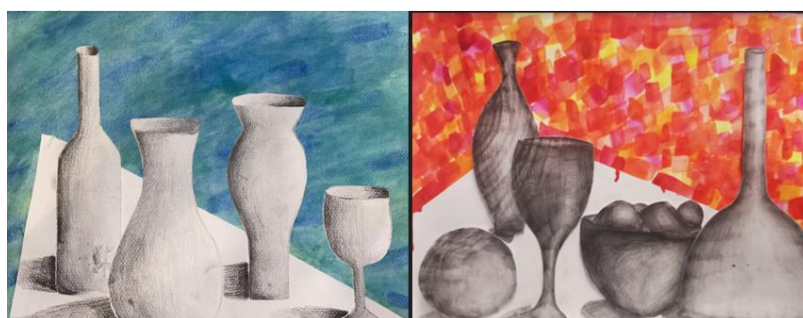
11. ASSESSMENTS IN THE MYP

Teachers use various types of formative and summative assessments (e.g. tests, projects, oral presentations, paragraphs, essays and lab reports). Work is assessed using subject-specific criteria, which gives students clear descriptions of quality work. Each criterion level represents a concrete skill or content area.

Student achievement in each criterion is an ongoing goal throughout the year, with each semester grade providing an idea about the student's progress at that time. Teachers give frequent feedback, through formative and summative assessments, to help students reach their goals

MYP Assessment Criteria

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
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 maths in real-world contexts
Arts	Knowing and understanding	Developing	Creating / Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community Project	Investigating	Planning	Taking Action	Reflecting
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	



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eAssessments

The IB-MYP eAssessments are onscreen examinations that students sit for in their final year of the MYP. They focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.

At the IAA, our Grade 10 students sit for the following eAssessments in May:

- Language & Literature – English
- Language & Literature – Arabic OR Language Acquisition – Arabic
- Maths and Extended Maths
- Integrated Science (to be implemented in M2028)
- Interdisciplinary Learning.



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12. GRADING IN THE MYP

To determine semester grades, teachers first review a student’s achievement on the subject-specific criteria. This is done by looking holistically at everything students have done over the semester, taking into account factors such as the difficulty and importance of specific tasks and the development of skills over time. Once subject-specific criteria marks have been determined, a conversion chart, taken from the MYP Coordinator’s Handbook, is used to determine the overall 1-7 grade for the semester.

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

For more information about assessment, please contact either the Head or Department or the MYP Coordinator, depending on the question, through the School Secretary.

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13. SUBJECT AREA OVERVIEW

13.1 LANGUAGE AND LITERATURE: ARABIC AND ENGLISH

CONCEPTS			
COMMUNICATION	CREATIVITY	CONNECTIONS	PERSPECTIVES

As language is fundamental to learning, thinking and communicating, Language and Literature helps students in subjects across the entire curriculum. 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.

For more information, access this link on [Language and Literature](#)



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Examples of texts covered in Language and Literature in 2025-2026

English	Arabic
<p>G6: <i>Amal Unbound</i> by Aisha Saeed; poems; fairy tales; memoirs; biographies; autobiographies; plays; photographs.</p>	<p>الصف السادس: ست الكل ، زياد فوق جبل النورس</p>
<p>G7: <i>A Little Piece of Ground</i> by Elizabet Laird; fairytales; sci-fi; Gothic literature and visual texts; news articles; poems; political cartoons; blogs.</p>	<p>الصف السابع: قبعة رغدة/أعجوبة الصف الثامن: جوهرة الجواهر، النورس جوثان</p>
<p>G8: <i>The City of Ember</i> by Jeanne DePrau; other dystopian literature and film; myths and folktales from world cultures, the play <i>Treasure Island</i> by Calcutt.</p>	<p>الصف التاسع: أبو بطة، بيت دميمة الصف العاشر: عائد إلى حيفا</p>
<p>G9: <i>Tasting the Sky</i> by Ibtisam Barakat; flash fiction stories from around the world, poetry; advertisements and other persuasive texts</p>	
<p>G10: The play <i>12 Angry Men</i> by Reginald Rose; <i>Barbie</i> movie directed by Greta Gerwig; opinion articles; scripts for advertisements; conflict themed poetry, speeches, political cartoons and photographs.</p>	
<p>Read Theory, Quill and Typing Club: Students are assigned weekly homework on three online platforms for reading comprehension (Read Theory), grammar/sentence structure (Quill) and typing practice (Typing Club).</p>	



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13.2 LANGUAGE ACQUISITION: ARABIC AND SPANISH

CONCEPTS			
COMMUNICATION	CREATIVITY	CONNECTIONS	CULTURE

In Language Acquisition, teaching and learning is organized into six phases, which represent a developmental continuum of additional language learning. Depending on their prior language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Phases 1 / 2 Emergent Communicator	Phases 3 / 4 Capable Communicator	Phases 5 / 6 Proficient Communicator
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From Grades 6 to 10, IAA students must take

- Arabic (either *Language and Literature* or *Language Acquisition* – depending on their background and our Language Policy)
- Spanish Language Acquisition - based on their proficiency, they are placed in one of these levels – “Emergent”, “Capable” or “Proficient”.

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 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 recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning
- develop listening, reading, writing, and speaking skills while learning about the cultures and perspectives of communities through real-life situations
- support their thinking and social skills, encourage respect for different cultures, and prepare students to be active, open-minded learners in today’s global world.

Duolingo is an online application that makes language learning fun and engaging. The Spanish department offers a voluntary Duolingo challenge to encourage students to maintain and improve their Spanish language skills.

For more information, access this link on [Language Acquisition](#)

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13.3 INDIVIDUALS AND SOCIETIES

CONCEPTS			
GLOBAL INTERACTIONS	CHANGE	SYSTEMS	TIME, PLACE AND SPACE

The content of the course is both rich in Geography and History and is designed over a five-year period. There is a balance between Arab and Western history of the Mediterranean/Middle Eastern regions and topics chosen from world history. There are also themes in geography from Asia, South and North America and Europe. In addition, there are modern global studies in both geography and history that help prepare students for their chosen DP areas of interest. IAS instruction is given in Arabic and English.

The aims of the teaching and study of MYP IAS 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

IAA Individuals and Societies Continuum

The aims and objectives of MYP IAS provide a bridge to DP Group 3 - Individuals and Societies. DP Group 3 aims to encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.

MYP IAS prepares students for DP subjects offered at IAA, which are:

- Economics
- Business Studies
- Environmental Systems and Societies
- Global Politics
- Psychology



For more information, access this link on [Individuals and Societies](#)

13.4 SCIENCES

CONCEPTS		
CHANGE	RELATIONSHIPS	SYSTEMS

The objective of the Sciences programme is to draw together the skills and attributes that will enable a student to make sense of our rapidly changing world. The aims of MYP Sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor 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.

MYP Science builds on experiences in Science from the Primary grades and prepares students for the different Sciences in the DP that include:

- Physics
- Chemistry
- Biology
- Environmental Systems and Societies
- Design Technology
- Computer Science



IAA Sciences Continuum

Grades 6-8 students:

All students take Integrated Science, which includes Physics, Biology, Chemistry and Earth and Space units.

Grades 9-10 students:

In Grades 9 and 10, students will follow a rotational schedule for Science, studying one Science discipline at a time. The Sciences offered include Biology, Chemistry and Physics.

For more information, access this link on [Science](#)

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13.5 MATHEMATICS

CONCEPTS		
FORM	RELATIONSHIPS	LOGIC

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 develop logical, critical and creative thinking
- develop confidence, perseverance and independence in 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
- develop the ability to reflect critically upon their own work and the work of others.

In Grades 9 and 10, students are allocated in *Standard Mathematics* or *Extended Mathematics*. The decision is made by the Head of Maths and the Deputy Head of Teaching & Learning. It is based on a combination of work ethics, performance in previous grade, standardized and diagnostic assessments.

Standard Mathematics	Extended Mathematics
Aims to give a sound knowledge of basic mathematical principles while allowing students to develop skills needed to meet the objectives of MYP mathematics	Includes the standard mathematics framework supplemented by additional topics and skills, providing greater breadth and depth

The Mathematics Department uses IXL to support teaching and learning across grade levels. IXL provides personalized practice, immediate feedback and valuable data. This helps teachers monitor progress, identify learning gaps, and support student growth in mathematics.

For more information, access this link on [Mathematics](#)

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13.6 ARTS

CONCEPTS			
COMMUNICATION	CHANGE	IDENTITY	AESTHETICS

The Arts promote unique ways of understanding and developing individual abilities. Positive experiences in the Arts develop communication and imagination, making students more sensitive and responsive to the natural and man-made world. It also enhances self-esteem and builds confidence in problem-solving and the logic of developing sequences of ideas. The Arts provide insight and understanding into the values and attitudes of other cultures and historical times.

At IAA there are three disciplines for the Arts - Music, Drama and Visual Arts. The aims are consistent across them even though they use their own discrete methods to achieve this commonality.

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 IAA Arts Continuum

Students continuing onto the DP will have a foundation in at least one art form and will have developed an inquiring, reflective approach to their work as well as a deeper understanding of the role of the arts in society and in their own lives. Reflection, evaluation, artistic self-expression, collaboration and communication are intrinsic to the beliefs and values held by MYP and DP Arts.

Students will take the following Arts subjects:

Grade 6: Visual Arts and Drama

Grade 7: Drama and Music

Grade 8: Visual Arts and Music

Grades 9/10: 1 from Visual Arts, Drama and Music (but not mandatory to do Arts in G9/10)

For more information, access this link on [Arts](#)

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13.7 DESIGN

CONCEPTS			
COMMUNICATION	COMMUNITIES	SYSTEMS	DEVELOPMENT

Design addresses the issue of uses of technology in a rapidly changing world that raises students' awareness of their responsibilities when making decisions and taking actions on important matters.

The aims of MYP Design are to encourage and enable students to:

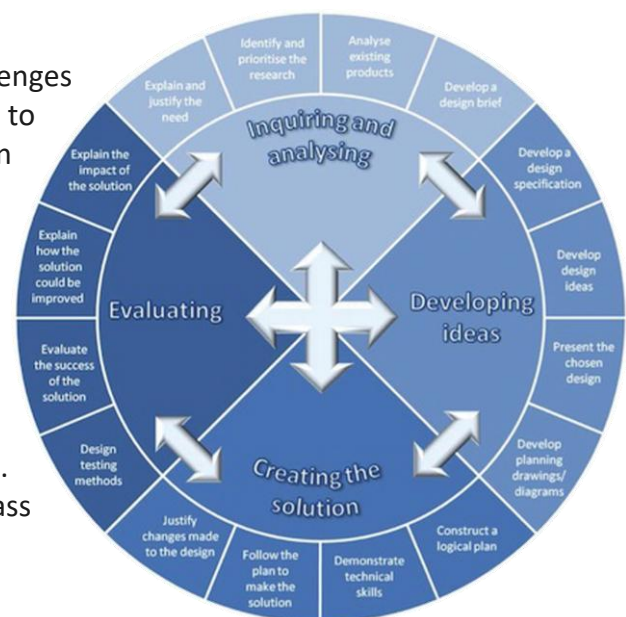
- enjoy the design process and develop an appreciation of its power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the Design Cycle
- use and apply technology effectively to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of 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
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.

The IAA Design Continuum

Design in the MYP exposes students to design challenges that have a real-world solution and helps them to better understand the positive impact that they can have. The teaching and learning experiences challenge students to be curious, ask questions, explore and interact with the environment physically, socially and intellectually to construct meaning and refine their understanding.

Students follow a curriculum that covers the two elements of design: Product Design & Digital Design. Both disciplines use the Design Cycle which encompass the 4 assessment criteria:

- Inquiring and Analysing
- Developing ideas
- Creating the solution
- Evaluate



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The process helps students to research various topics, develop a range of design ideas, which are then finalised in the creation of a product (Product Design) or a virtual solution (Digital Design) that is ultimately assessed using surveys, tests or personal interviews with clients.

Grades 6-8: 1 semester of Product Design; 1 semester of Digital Design
 Grades 9-10: Product Design or Digital Design all year round (both optional)

Students continuing onto the Diploma Programme, whether in Design Technology or in Computer Science, will have experienced the use of the 'Design Cycle Model'. They would have developed their critical thinking in addition to design and problem-solving skills. The aforementioned DP courses are a part of the Group 4 subjects – the Experimental Sciences.

For more information, access this link on [Design](#)

Grade 10 | Flat-pack Furniture

The product follows the flat pack mechanism through the use of housing joints and dowel joints making it easy to attach and detach the pieces.

5 point harness (Safety), will be attached and detached by pulling it through the circle slot and in from the spaces from the back of the highchair.

Removable tray: Attached through a housing joint. Can slide in and out and is manufactured using 3mm foam board.

Foam board: lightweight, allowing portability.

cool efficient, water and stain proof, which is helpful when cleaning up after meals.

Foamboard, provides safety towards the user, keeping them from sliding out from under (safety).

The product will cost around 25 USD based on its function as well as materials and joints used.

The measurements will be scaled down to the ratio of 1:10.

Gender neutral colour scheme.

Circle slot: Aesthetic purposes as well as functionality, allowing the target market to easily grip onto the product to move it around.

Target market: Parents.

Target audience/ User: Babies both girls and boys aged from 8 months to 3 years.

Housing joint, allowing the user to slide the tray in and out.

Beam corrugated cardboard: lightweight allowing portability.

- Cheap
- Eco Friendly and reusable (environment)

Dowel joint: Using tailor joints to connect the foot rest as well as the seat to the back of the highchair.

Housing joint: Adjustable foot rest allowing the use of the highchair throughout growth up until the age of 3.

Rubber stoppers, preventing the high chair from sliding from accidental movement (safety).



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13.8 PHYSICAL AND HEALTH EDUCATION (PHE)

CONCEPTS		
CHANGE	RELATIONSHIPS	COMMUNICATION

MYP PHE aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. It fosters the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle and promote positive social interaction. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being.

The aims of MYP PHE 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 IAA PHE Continuum

Grades 6 -8: All students are enrolled in PHE

Grades 9 – 10: Students have the option to enroll in PHE, an MYP subject, but it is not mandatory.

Students continuing onto the DP can build on the disciplines of physiology, psychology and nutrition, which are studied in the context of Biology (Group 4 Sciences) or Psychology (Group 3 Individuals & Societies).

For more information, access this link on [PHE](#)

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13.9 INTERDISCIPLINARY LEARNING

Interdisciplinary learning, between different subject groups, encourages broader perspectives on complex issues and deeper levels of analysis. In this process, 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.

For more information, access this link on [Interdisciplinary Learning](#)

Examples of the Interdisciplinary Units completed in 2024 - 2025.

Grade	Subjects	Description
6	Individuals & Societies and Arabic	Students learned how to use language to express their thoughts and understanding of historic epochs and to promote and preserve the cultural heritage of Petra.
7	Science and Physical & Health Education	Students learned about the balance required in diet and fitness plans by exploring their components. They applied their knowledge and skills from both disciplines to create diet and fitness plans for themselves.
	English Language & Literature and Individuals & Societies	Students wrote persuasive speeches to communicate their views on human impact on the rainforests. They learned about both arguments of whether to exploit these natural resources or not, and how to persuade their audience to either one of these perspectives.
8	Arabic and Religion	Students learned how to use language to convey virtues and values that can make their community a better place, through producing a storyboard that conveyed these virtues using literary language and techniques.
	Science and Mathematics	Students inquired into noise and light pollution through data collection and processing. They produced a report and a video detailing the levels of noise and light in a local context.
9	Biology and Chemistry	Students applied knowledge and skills from Biology and Chemistry to determine if Amman's tap water is safe to drink. They collected and analysed primary and secondary data to reach their conclusion.
	Individuals & Societies and English Language & Literature	Students learned how to create a narrative style presentation that expressed the impact of migration on people's identity and human rights. They explored factors contributing to migration and employed their knowledge and skills to reflect their understanding.
10	Science and English Language & Literature	Students delved into the topic of health monitoring technologies through the lens of Scientific and Technical Innovation. They explored their purpose of these devices, analyzed the potential risks and ethical implications and evaluated the opportunities they present in advancing healthcare and improving quality of life.
	Science and Individuals & Societies	Students delved into the topic of the relationship between genetics, environment, and human behavior through the lens of Identities and Relationships. Students engaged with a variety of sources. Through these investigations, students explored how biological, environmental, and social factors influence human traits, health, behavior, and identity.

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14. RELIGION

Please note that Religious Studies is not an MYP Subject. It is a requirement of the Ministry of Education.

الرؤية:

تشكل الأفكار والمعتقدات الدينية في أي ثقافة لأي مجتمع في العالم عنصرًا أساسيًا في التكوين الثقافي للشخصية الإنسانية. ومن هذا المنطق يحرص مساق الدراسات الدينية وبرؤية واضحة ومحددة على المساهمة في هذا التشكيل الثقافي للشخصية الإنسانية بروح العصر. إذ بنيت رؤية قسم الدراسات الدينية على تخصيص مساحة كبيرة من الانفتاح على الثقافات الدينية في العالم بوعي حضاري وتاريخي. مع مراعاة الخصوصية الدينية لدى الطلبة. كما ويساهم مساق الدراسات الدينية في زرع روح المحبة والافتخار والاحترام المتبادل بين الأديان المتعددة في المجتمع الواحد.

الأغراض:

(. يشجع الطلاب وتمكنهم MYP إن أغراض تدريس مادة الدراسات الدينية في برنامج السنوات المتوسطة)

من:

- تطوير المهارات التي تتعلق بالمعارف الدينية والمهارات المتنوعة وأساليب التقديم والعرض المناسب لها.
- استخدام مادة الدراسات الدينية كأداة للتعلم والتأمل والتفكير والإبداع والتعبير عن الذات والتواصل الاجتماعي.
- تطوير طرق نقدية ومبتكرة وشخصية لدراسة وتحليل وفهم النصوص الدينية بروح العصر الذي يعيشه الطلاب.
- احترام وتفهم وجهات نظر وقيم ومواقف الآخرين المنطلقة من أسس أديانهم الخاصة.
- الوعي والفهم للثقافات الدينية المتنوعة بالمناسبات الدينية في العديد من الأماكن وفي أوقات مختلفة.
- امتلاك حس الوعي الديني، والرغبة في أن تكون سباقاً ومواطناً ذو مسؤولية عالية من خلال فهم الدين وتطبيقه في الحياة اليومية بطريقة راقية.
- الاهتمام بجعل تعلم مادة الدراسات الدينية عملية مستمرة مدى الحياة.
- فهم التفاعل والترابط بين الأديان المختلفة في مجتمعاتهم وبيئاتهم.
- فهم القضايا والمشكلات الدينية المعاصرة التي يتبناها الفكر الديني الخاص والمشاركة الفاعلة في حلها.

أهداف تعليم الدراسات الدينية في IAA :

- أن يتعرف الطالب على المبادئ والقيم والاتجاهات الدينية.
- أن ننمي لدى الطالب الاتجاهات الإيجابية نحو دينه ووطنه. ويعي تداعيات ذلك على بيئته وصحته ومجتمعه.
- أن يربط الطالب المعرفة والممارسات التي يتعلمها بحياته العملية سواء في مجتمع مصغر كالمدرسة أو الوطن.

وتنص أهداف أي موضوع من مواضيع برنامج السنوات المتوسطة على غايات محددة موضوعة لتحقيق التعلم. وتحدد هذه الأهداف ما سيستطيع المتعلم القيام به على نحو أفضل، نتيجة لدراسته لهذا الموضوع.

ومن أجل تحقيق أهداف مادة الدراسات الدينية في برنامج السنوات المتوسطة بمستوى عالٍ من الجودة. *
كان من الضروري التركيز على مهارات متنوعة تخدم خصوصية هذه المادة الدراسية. وأهم هذه المهارات:

- المهارات المعرفية.
- المهارات التحليلية.
- مهارات التحقيق والبحث.
- التنظيم والعرض
- مهارات صنع القرار

يمكن استخدام هذه المهارات كمهارات مستقلة أو كمهارات يعتمد بعضها على بعض.
يستطيع الطلاب تطوير هذه المهارات من خلال دراسة مادة الدراسات الدينية وترتبط أهداف مادة الدراسات الدينية موضحة أدناه ارتباطاً مباشراً بمعايير التقييم أ- ب (انظر معايير التقييم لمواضيع مادة الدراسات الدينية)

أ - المعرفة والفهم : تعد المعرفة أمراً أساسياً لدراسة العلوم الإنسانية وتشكل قاعدة تنطلق منها

لاستكشاف المفاهيم وتنمية المهارات في نهاية دراسة هذه المادة يكون الطالب ملماً بالمعارف التالية:

العقائد : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً على:

- إدراك المفاهيم المتعلقة بموضوع العقائد.
- إدراك أهمية الإيمان من خلال إظهار أثره على حياة الفرد والجماعة.
- القدرة على الاستدلال بالنصوص الدينية فيما يخص مختلف الموضوعات.
- القدرة على الإجابة عن التساؤلات في مفاهيم العقائد الدينية.

العبادات : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً على:

- التعرف على المصطلحات والمفردات المتعلقة بمفهوم العبادات
- بيان الأثر الإيجابي لتطبيق العبادات على الفرد والمجتمع.

القيم والأخلاق : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً على:

- التعرف القيم والأخلاق بشكل واع.
- إدراك الأثر الإيجابي للقيم على الفرد والمجتمع.
- السيرة والقصص :** وفي نهاية الدورة يجب على الطالب أن يكون قادراً على:
- التعرف على أحداث السير والقصص الدينية مما ينشئ لديه الشعور بالهوية الدينية.
- فهم الوقائع الدينية المختلفة عبر المسيرة الزمنية.
- زيادة الوعي بالتسلسل الزمني للوقائع الدينية الذي يربط بين الأحداث عبر الزمن.

ب - المهارات : بناء المهارات في مادة الدراسات الدينية هو أمرٌ غاية في الأهمية لتمكين الطلبة من القيام بالأبحاث وإظهار الفهم للمعرفة، وينبغي على الطلبة أن يكونوا قادرين على إظهار المهارات التالية خلال دراستهم لموضوع مادة الدراسات الدينية وحتى مستويات أكثر تعقيداً.

المهارات الفنية مع نهاية دراسة الموضوع يستطيع الطالب:

- التمتع بالمعلومات ذات الصلة واختبارها وتسجيلها بعد استخراجها من مصادر متنوعة.
- استخدام عدة مصادر ووسائل تكنولوجيا للبحث عن المعلومات، واختيارها، وتفسيرها، وإيصالها.
- استخدام مصادر كالخرائط والرسوم البيانية والجداول والصور والإحصائيات بطريقة تحليلية.
- إدراك أهمية الالتزام بالتعليمات، مثل: العمل ضمن فرق إدارة الوقت واحترام خصوصية مادة الدراسات الدينية.

المهارات التحليلية: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- تحليل وتفسير المعلومات من مجموعة واسعة من المصادر.
- تحديد المسائل الرئيسية والمشاكل والقضايا.
- إجراء مقارنة بين الأحداث والقضايا والأفكار والحجج ضمن مجموعة من السياقات.
- تنمية استراتيجيات الملائمة لمناقشة القضايا.
- صياغة مناقشات واضحة ومنطقية وثابتة كإصدار أحكام متوازنة. واستخلاص النتائج.
- اتخاذ قرارات حكيمة مبنية على أدلة قوية وربطها بواقع الحياة المختلفة.

مهارات التحقيق: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- اختبار الفرضيات أو الأفكار وتعديلها عند الضرورة.
- تخطيط وتنفيذ وعرض التحقيقات الفردية والجماعية.
- الانخراط في العمل الميداني من أجل استكمال التحقيق.

ج- البحث العلمي: ينبغي أن تتيح مهام التقييم الملائمة للمعيار (ج) الفرصة الحقيقية للطلبة لتصميم التحقيقات العلمية وتنفيذها باستقلالية، والتي تتضمن بعض المقترحات الممكنة لمشكلات حياتية على سبيل المثال لا الحصر مشكلات في الحياة الاجتماعية والأسرية بحلول ومقترحات ذات أبعاد دينية مشكلات حضارية وعلمية ودينية. وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- اختبار وتحديد المشكلة بشكل واضح ومحدد أو سؤال بحث ليتم فحصه من قبل الطالب من خلال استقصاء علمي.
- صياغة فرضية قابلة للاختبار من منطلق مشكلة الدراسة وشرحها لاستخدام المنطلق العلمي.
- تصميم وتنفيذ خطة البحث العلمي بحيث تتضمن متغيرات وضوابط وأسلوب يتم اتباعه.
- جمع المعلومات ومعالجتها.
- كتابة تقرير البحث بشكل مسودة ومن ثم تعديله.
- كتابة تقرير البحث بشكل نهائي.
- استخدام صيغ متنوعة لتنظيم وعرض أعمالهم (بما في ذلك العروض الشفوية، العروض المفصلة) باستخدام وسائل تكنولوجيا مختلفة.
- توثيق المراجع والمصادر المستخدمة في المادة المعروضة.

د- (قراءة النصوص الدينية)

ينبغي على الطلبة أن يكونوا قادرين على قراءة النص الديني بشكل صحيح باستخدام النطق الواضح لضمان التواصل والفهم الفعال. كما ينبغي على الطلبة تطبيق الأحكام اللازمة لتلاوة القرآن الكريم. (هذا ينطبق فقط على الدراسات الإسلامية).



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15. UNIVERSITY & CAREER COUNSELING

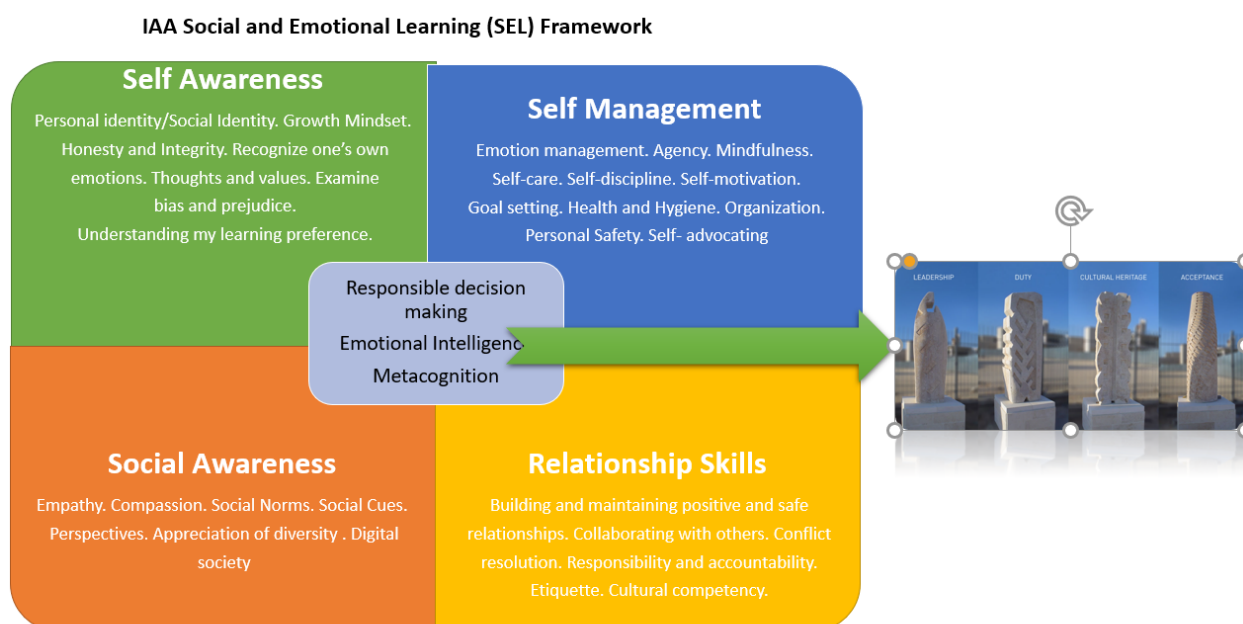
The University and Career Counseling (UCC) Office plays a crucial role in guiding MYP students as they navigate academic choices and begin planning their future careers. In Grades 9 and 10, students take the University and Career Counselling course, which aims to help students explore their interests and identify their strengths to make informed decisions. The course also builds key skills such as goal setting, research, and planning, and encourages exploration of regional career opportunities to align their aspirations with local market needs.

We are well-placed to guide our students through applying to universities in different countries, offering insights into the cultural and academic expectations of different systems. We function as a super-curricular approach in supporting students not just with their immediate studies but also in preparing them for life beyond school. From course selection to post-graduation planning, we offer comprehensive and personalized support, including one-on-one meetings in Grade 10 that address each student's individual goals.

Understanding the pressures of navigating the MYP-IB journey, we also provide emotional support to help students manage stress and remain focused. Across all grade levels, we facilitate a wide range of workshops and presentations—from MYP-specific guidance to career exploration and university application platforms. Key initiatives such as the Grades 9/10 UCC course, College & University Fairs, Career Day and targeted advising sessions provide students with the tools and insight they need to confidently pursue their academic and career ambitions.

16. SOCIAL & EMOTIONAL LEARNING

Pastoral counsellors with the Grade Leaders and Tutors collaborate to present weekly Social Emotional Learning lessons for all grade levels, ensuring that they are linked to IAA's SEL framework. Lessons fall into one of four domains presented in the graphic below.



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17. IAA LANGUAGE POLICY

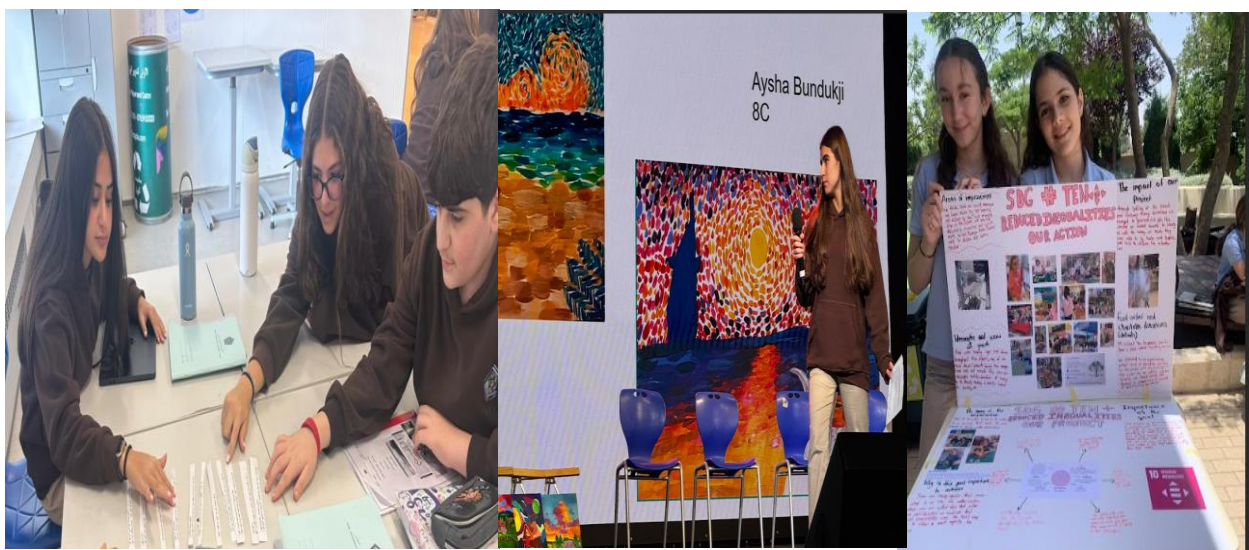
PHILOSOPHY

Language is first and foremost the means of communication between individuals, groups and nations. Through the acquisition of language, students are enabled to access the necessary learning tools for their continued and future development and success, thereby enabling them to meet the challenges and opportunities of a rapidly changing world.

IAA, therefore, believes that language and learning are inextricably linked. Through the languages spoken and taught at the school, students can develop attitudes and skills as well as knowledge about their own and others' social and national cultures thereby encouraging multiple perspectives, understandings and international awareness.

IAA further believes that:

- All teachers are language teachers regardless of discipline or grade level
- All members of the school community have an important role in a student's language development, either through use of language and/or promotion of language learning
- Mother-tongue development (Arabic) is vital in order to maintain culture, heritage and community links
- Whilst all languages are equally valuable, the language of instruction and mother-tongue should receive additional support in order to further fulfil each student's educational and social potential
- The school community should be encouraged to acquire and develop additional language(s)
- Students of other mother tongues should also receive additional support (where practicable).



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LANGUAGES AT IAA

IAA delivers an international programme to a predominantly Jordanian school population. All students must study Arabic, regardless of nationality. The language of instruction is English, with Arabic taught at all Grade levels and Spanish offered as a third language (Language Acquisition). Mother-tongue (Arabic) is used in Religion and in Arabic - Individuals and Societies classes.

At the Primary level, the emphasis is on continuing acquisition of Arabic and English language skills. Core (English, Maths and Science) and foundation subjects are delivered in English. Arabic is the language of instruction for Arabic Language, Social Studies and Religion (as required by the Ministry of Education).

In Secondary, all subjects are delivered in English with the exception of Arabic, Spanish, Religion and in Individuals and Societies-Arabic classes.

Spanish is offered as an additional language in the MYP and DP. All students are encouraged to use the language of instruction in the corresponding class.

As language is the key to all learning, appropriate linguistic strategies will be taught throughout all subjects regardless of language of instruction.



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18. IAA PROMOTION POLICY

Promotion between Grades 6 to 10

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for a retake exam in the subject(s) two weeks before the start of the new academic year.

A student who still does not attain more than a '2' in two or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted, required to repeat the previous grade.

A student who still does not attain more than a '2' in a singular subject will be promoted but will start the next grade on an academic contract for that subject. If the student is unable to then achieve more than a 2 in that subject (allowing for another retake at the end of this grade) then he/she will not be promoted.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

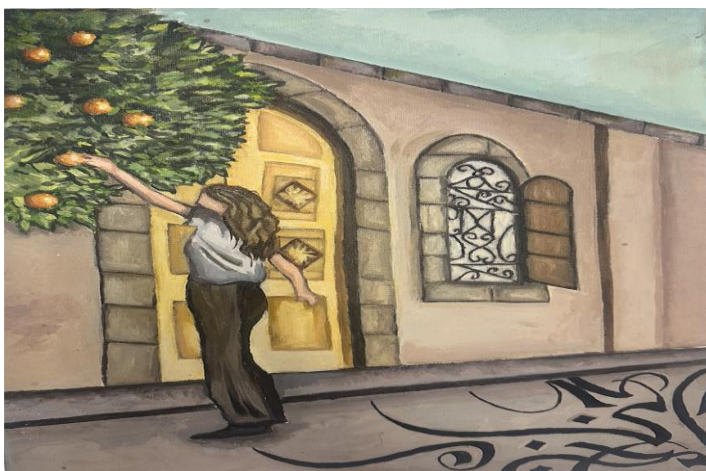
Promotion from Grade 10 to 11

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for retake exams in the subject(s) before the start of the new academic year.

A student who still does not attain more than a '2' in one or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted or required to repeat the previous grade.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

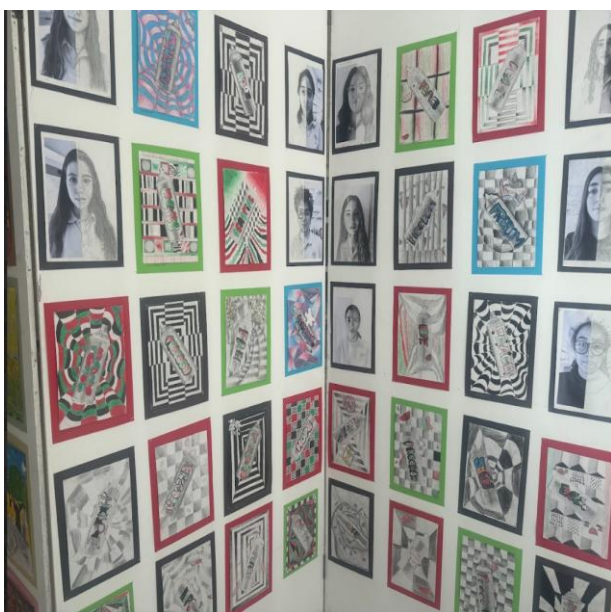
Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.



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Programme Promotion Criteria

Programme	Qualifications	Consequences to not meeting qualifications
The IB Diploma Programme	<p>Successfully complete the requirements for Community Engagement</p> <p>Minimum score of 4 in the Personal Project</p> <p>Passing grades in all subjects at the end of Grade 10.</p>	<p>Students who do not achieve 3 or more in a core subject (English, Arabic, Math and Science) must retake it.</p> <p>The student's status will be reviewed by the school committee, which may result in a recommendation for an alternative academic pathway in place of the full IBDP.</p> <p>School committee consists of the Director, the Secondary Principal, the Head of the MYP and the DP Coordinator.</p>
The IB Careers related Programme	<p>Successfully complete the requirements for Community Engagement</p> <p>Minimum score of 4 in the Personal Project</p> <p>Passing grades in all subjects at the end of Grade 10</p>	<p>Students who do not achieve 3 or more in a core subject (English, Arabic, Math and Science) must retake it.</p> <p>The student's status will be reviewed by the school committee, which may result in a recommendation for an alternative academic pathway in place of the IBCP.</p> <p>School committee consists of the Director, the Secondary Principal, the Head of the MYP and the DP Coordinator.</p>
IB Courses	Passing grades in all subjects at the end of Grade 10	Students who do not achieve 3 or more in a core subject (English, Arabic, Math and Science) must retake it.



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Subject-Specific Requirements

Some subjects have additional entry requirements, as outlined in the table below:

Subject / Level	Qualifications	Consequences to not meeting qualifications
Math Analysis and Approaches HL	<p>Extended Math students must achieve at least 5/7 on the end-of-year report card.</p> <p>Standard Math students must achieve at least 6/7 on the end-of-year report card.</p> <p>Students must at least maintain the achieved level on their end-of-year report card in the MYP Math eAssessment.</p>	Students will not be permitted to enroll in Math HL.
Math Analysis and Approaches SL	Students must achieve 3 or above on their end of year report card and in the IB MYP Math e-Assessment.	Students who fail the e-Assessment will be moved to Mathematics: Applications and Interpretation instead.
Physics HL	<p>Discrete Sciences students must achieve at least 5/7 on the end-of-year report card in Physics.</p> <p>Integrated Sciences students must achieve at least 6/7 on the end-of-year report card.</p>	Students will not be permitted to enroll in Physics HL.

Promotion from Grade 11 to 12

If a student achieves 3 or less on the end of year HL exam, they have to re-sit for that exam before the start of the next academic year.

Students achieving 2 or less on the end of year SL exam will have to re-sit for that exam before the start of the next academic year.

Students who do not obtain 22 points by the Semester 2 grading point of Grade 11 will not be allowed to carry on to Grade 12 as full Diploma students. They must be registered as Diploma Course students and their programme of study changed accordingly.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

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