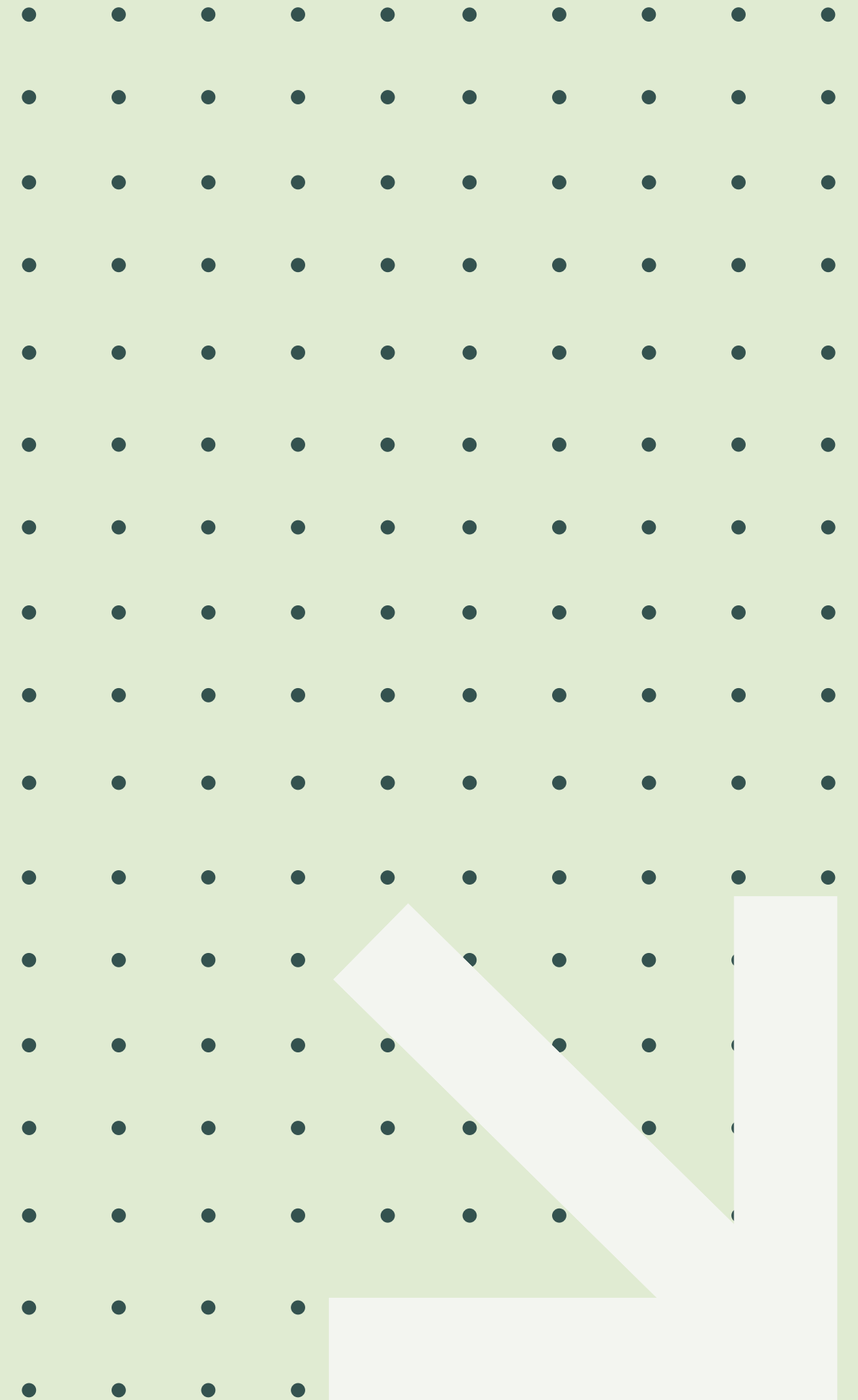




DUBAI INTERNATIONAL ACADEMY
AL BARSHA

Middle Years Programme Subject Options Booklet 2023–2025

A guide for students to select their MYP subjects



01

Welcome

Dear Students and Parents,

In this document, you will find specific information about choosing the subjects for grades 9 and 10 in the Middle Years Programme. Students should start the process of choosing their personal programme by consulting the list of subjects that we offer (page 9). Once you have made your choice, please complete the subject options form on page 34.

As well as considering personal strengths in individual subjects, when making course selections, you should also take into account your future education in the Diploma and career plans. You should start becoming familiar with the specific requirements of the universities in the countries to which you intend to apply. It is very important that you are aware that specific subjects or combinations of subjects are required to access the Diploma Programme (See the Pathway Entry Requirements and the Diploma entry requirements booklets).

If you would like any further information on aspects of the Middle Years Programme then please contact the Admissions team – admissions@diabarsha.com – or myself who can arrange a meeting with you.

Sincerely,

Dr. Caterina Marras
Middle Years Programme Coordinator
caterinam@diabarsha.com



AN INTRODUCTION TO THE IB MIDDLE YEARS PROGRAMME

The second programme introduced by the International Baccalaureate (IB), the Middle Years Programme (MYP) was adopted by the IB in 1994. It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

In the final year of the programme, optional MYP eAssessment provides IB-validated grades based on examinations and course work. Students who undertake external assessment are eligible for MYP course results and the IB MYP Certificate.

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

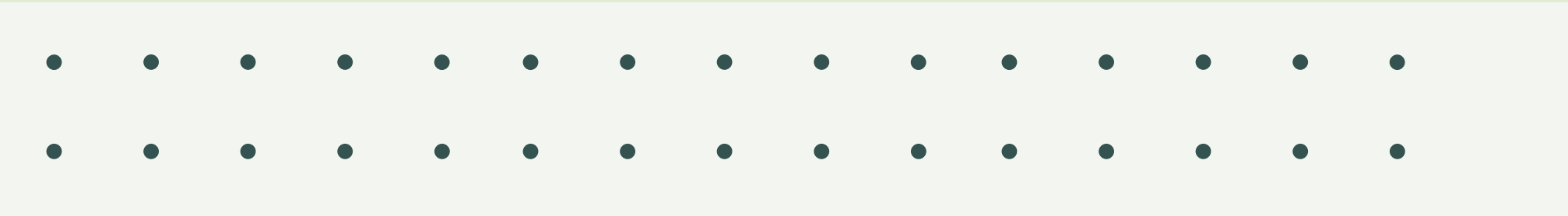
Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

For further information about the IB and its programmes, visit www.ibo.org





INTERNAL AND INTERNATIONAL EXAMS

School-based assessment

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies.

MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group for grade 9 and 10 (MYP 4 and MYP 5)

External assessment

In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.

At the same time, students can register for optional external assessment (eAssessment) in all other elements of the programme. It offers students the chance to earn a formal, internationally recognised certificate if they meet the success criteria.

Students can participate in any of these two types of examinations:

- ePortfolios of coursework, including a compulsory ePortfolio for the personal project.
- On-screen examinations, with each exam lasting two hours.

10 Reasons

ib Middle Years Programme

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner



The MYP Certification is offered in two different ways at DIA AL BARSHA

a) International Baccalaureate MYP external assessment.

This is an external assessment which is set by the IB, and which requires students to complete e-assessment examinations at the end of Grade 10. The exams are marked by external assessors and not by DIA Al Barsha teachers. This option enables students to claim an external certification, which is validated by the IB, and which can be used to access Post 16 education in any school. It is valid for entry at age 16 into schools offering the IB Diploma, A Levels, the American High School Diploma, and many others.

b) MYP school-based certification.

This is an internal assessment, which is set by the school, but which closely follows the IB external process. However, instead of on-screen examinations, students sit internal e-assessments, which are then marked by DIA Al Barsha teachers. This option leads to a school-based certificate, which can be used for entry into IB Diploma study in an IB World school. However, schools offering other curricula, may ask for additional evidence of a student's school performance, in the form of school reports.

Note: Since the majority of Grade 10 students at DIA Al Barsha are expected to also continue their IB Diploma study in the school, either option will suffice. The first option is offered for those parents who would like the value of an external certificate, and/or those who may leave Dubai at the end of Grade 10.

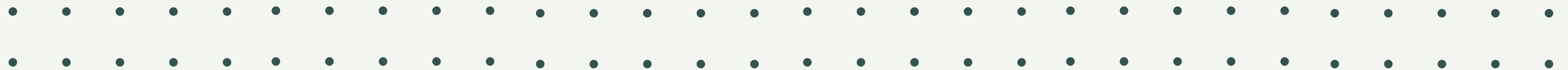


Dubai International Academy Al Barsha offers the following option:

International Baccalaureate Middle Years Programme (IB MYP)

To be eligible for the award of the MYP Certificate, students must:

- Choose one subject from each block (see page 9)
- Submit a Personal Project
- Submit at least one e-Portfolio
- Engage in and complete 10 activities for their Service as Action over the course of MYP 4 and MYP 5
- Undertake the Interdisciplinary Exam





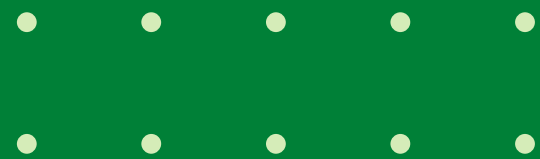
CHOOSING IBMYP OPTIONS

All internal students will be introduced to the IB MYP at the beginning of Grade 8 and will complete their MYP subject options early in Semester 2.

External applicants may select their subjects throughout the year and a meeting with the MYP Coordinator can be arranged to discuss aspects of the programme and courses. Each student should discuss the options with their parents or guardians and meet with the MYP Coordinator. Students should ask for advice if they are uncertain about any aspect of the programme or about future university plans.

IBMYP SUBJECTS OFFERED AT DIA AL BARSHA

In order to meet the requirements of the MYP Programme, students must study a broad selection of subjects. These subjects fall into the following groups, and students must study at least one subject from each group. This prepares students for the challenges of the IB Diploma which follows (in Grades 11 & 12), whilst keeping all study routes open to them.

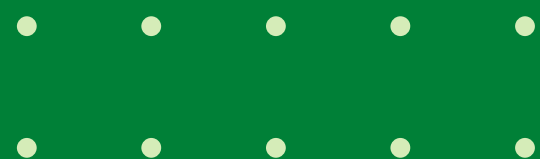


Please note that any of the subjects listed could be withdrawn due to low student response.

Language & Literature*	English Language & Literature
Language Acquisition	Arabic, French, Spanish
Individuals & Societies	Geography, History
Sciences	Biology, Chemistry, Physics
Mathematics*	Standard Mathematics, Extended Mathematics
Arts & Design	Digital Design, Product Design, PHE, Visual Arts, Music, Theatre
Interdisciplinary Unit*	An e-Assessment with advance release of the material to be examined, set and marked by the IB. Full details released on 1 st April 2025
Personal Project*	A year-long extended study into an area of students' own choosing. Students will have a Personal Project supervisor who will support them throughout this process. The project begins in Grade 9 and ends during Term 1 or Term 2 of Grade 10

*No choice is given –these are compulsory subjects/programmes.As such, they do not appear in the option blocks on the next page. ** Maths teachers will identify the entry level (Standard or Higher) based on student performance. Parents will be involved in this process.

IBMYP SUBJECTS OFFERED AT DIA AL BARSHA



Please note that any of the subjects listed could be withdrawn due to low student response.

Subject Group	Notes
Language Acquisition <ol style="list-style-type: none"> 1. French 2. Spanish 3. Arabic Language Acquisition for NON-Arab Passport Holders 4. Arabic Language Acquisition for Arab Passport Holders - MANDATORY 	<p>All students will continue to learn Ministry Arabic in Grade 9, along with French or Spanish. However, in Grade 10, only Arab passport holders will continue studying Ministry Arabic and Arabic Language Acquisition.</p>
Individuals & Societies <ol style="list-style-type: none"> 1. Business 2. Economics 3. Geography 4. History 	<p>Business and Economics are not official IB MYP subjects. The courses offered are a foundation for studying either of these two subjects at IB Diploma in Grades 11 & 12. Students must select either Geography <u>or</u> History to be eligible for the MYP certificate</p>
Science <ol style="list-style-type: none"> 1. Biology 2. Chemistry 3. Physics 	<p>Students are required to study at least one Science subject from the list given here. Students can study two sciences at MYP (adding one from the Open Block), but only the best grade will count towards the final MYP certificate.</p>
e-Portfolio <ol style="list-style-type: none"> 1. Physical and Health Education (PHE) 2. Visual Art 3. Music 4. Theatre 5. Product Design 6. Digital Design 	<p>Students are required to study at least one e-Portfolio subject from the list given here.</p>
Open Choice Block <ol style="list-style-type: none"> 1. Business 2. Geography 3. Biology 4. Physics 5. Product Design 	<p>Please read the notes above carefully, as these will influence your choice in this block.</p>

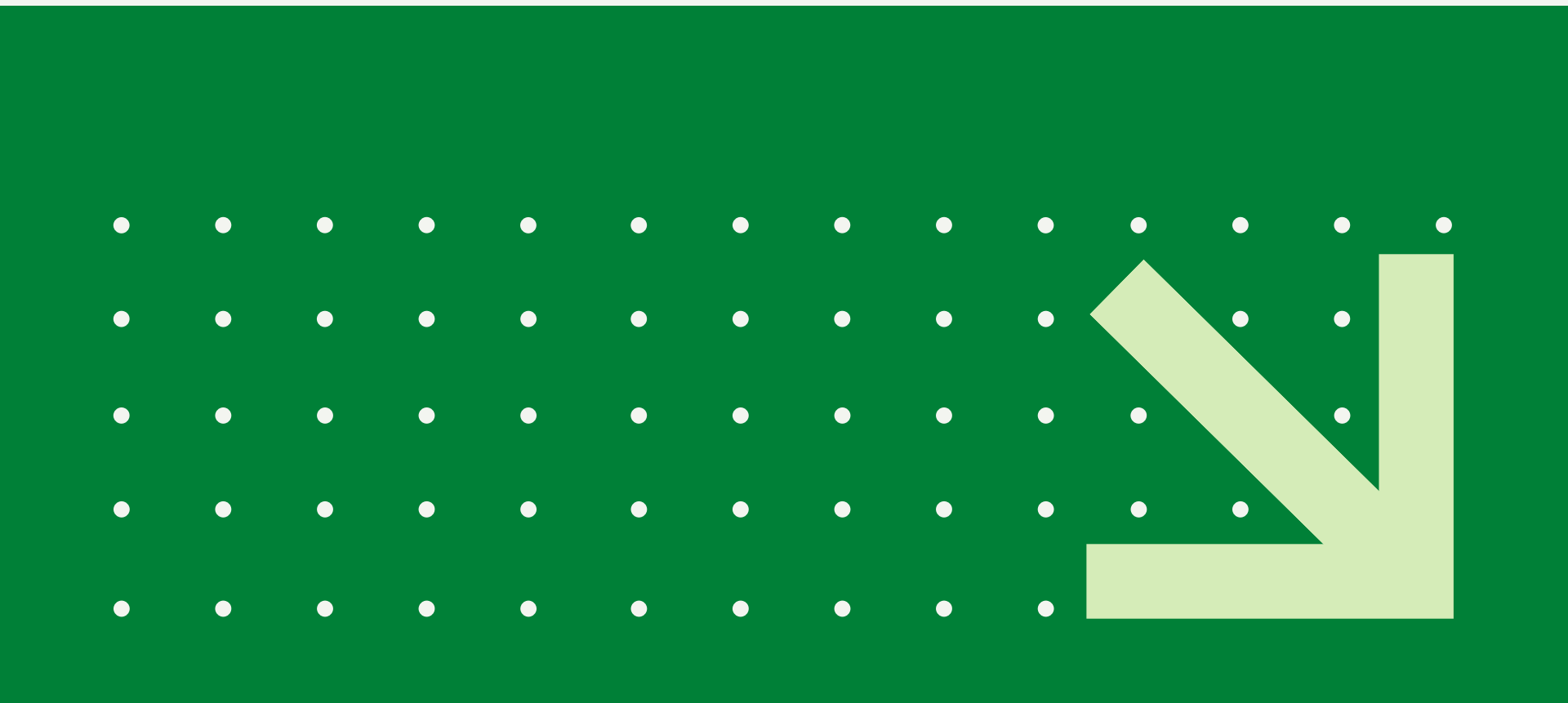
IBMYP SUBJECT BRIEF

ENGLISH LANGUAGE AND LITERATURE

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students’ interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

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.





LANGUAGE ACQUISITION

French and Spanish

The goal of this program is to increase proficiency through reading, writing, speaking, and comprehending the Spanish/French Language. The program will guide students through learning about a language, its geography, its culture, and the connections of the language in their life. The curriculum is based on the scope from variations of languages books. Students will be immersed in the foreign language during IB program where they are required to succeed in all criteria required by the IB curriculum.

The level for Spanish / French B will be either Phase 1-2 or Phase 3-4.

Arabic B

The Arabic B (Language Acquisition) course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. All students are expected to continue with the language they have been studying in years 6-9.

The level for Arabic B will be either Phase 1-2 or Phase 3-4.



INDIVIDUALS AND SOCIETIES





BUSINESS & MANAGEMENT

Business and Management is not an official subject in the MYP, but as it is a highly requested course, DIA Al Barsha offers this opportunity to its students.

The aim of the course is to enhance the students' ability to make informed business decisions while considering the international context – culturally, socially and in areas relating to business.

It is a preparatory course that will provide the students

- Ability to use sources such as graphs and tables in a critical manner.
- Ability to analyse and interpret information from a wide range of sources
- Ability to communicate information and ideas using an appropriate style for the intended audience and purpose
- Ability to analyse concepts, events, issues and arguments
- Ability to make well-substantiated decisions and to relate them to real-world contexts.

ECONOMICS



The Economics course is not an official subject in the MYP, but as it is a highly requested course, DIA Al Barsha offers this opportunity to its students.

The course explores the ways different countries deal with common economic issues such as government intervention, market failure, sustainability and achieving macroeconomic objectives.

It is a preparatory course that will provide the students the ability to understand and explain abstract concepts and write in a logically structured manner.

Geography helps us to explore and understand space and place - recognising the great differences in cultures, political systems, economies, landscapes, and environments across the world, and exploring the links between them.

The Geography program is dedicated to covering a broad range of physical, human, and environmental aspects of geography. The enquiry element of the course encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future.

The units that will be covered throughout the two-year course are as follows:

Grade 9:

- Population
- Urbanisation
- River and coastal environments
- Resources and consumption
- Biomes of the world

Grade 10:

- Tourism
- Climate Change
- Globalisation
- Natural Hazards
- Plate tectonics

GEOGRAPHY



HISTORY

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The units that will be covered throughout the two-year course are as follows.

Grade 9:

- Peace and conflict- Intellectual and ideological movements/developments
- Independence and national identity
- Health and medicine
- Superpowers, empires and supra-national institutions and organizations
- Social, cultural and artistic developments
- Industrialisation, industry and labour
- Pioneers, innovators and developers

Grade 10:

- Globalization: trade, aid, exchange and flows
- Individual, household and daily life
- Rights and social protest
- Significant individuals
- Review and exam practice

$$= \frac{b-a}{n} \left(\frac{1}{2} f(x_0) + f(x_1) + f(x_2) + \dots + f(x_{n-1}) + \frac{1}{2} f(x_n) \right)$$

MATHEMATICS

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

1. Numerical and abstract reasoning
2. Thinking with models
3. Spatial reasoning
4. Reasoning with data

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking.

The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles.

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

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





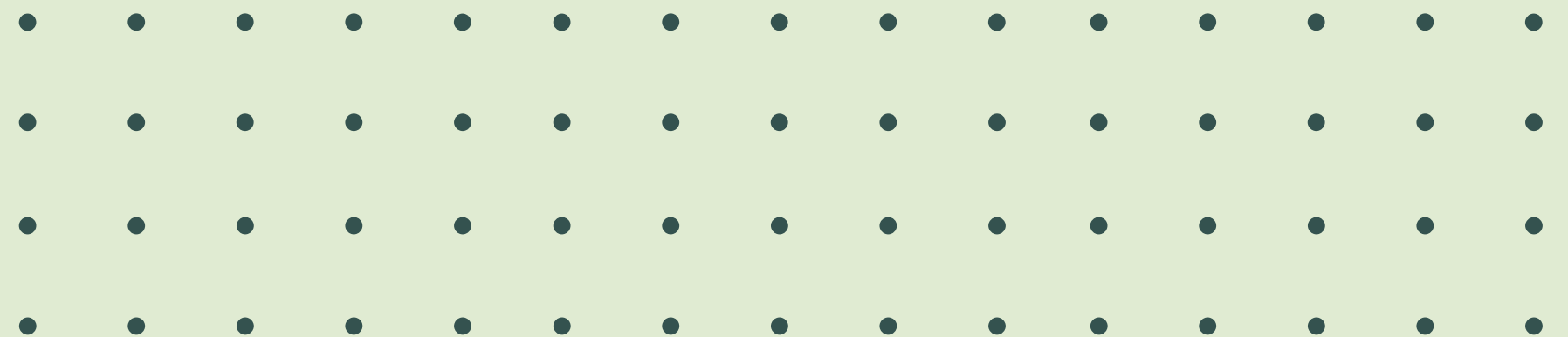
BIOLOGY

Biology is the study of life of plants and animals. This biology course covers a broad range of biological phenomena that includes plant and animal structure, physiology development and distribution. Students will study topics such as tissues, organs, systems, physiology, nutrition, digestion, biochemistry, speciation, extinction, habitat, ecosystems, diversity in lifeforms, energy transfer and classification.

The inquiry element of the course encourages questioning, investigation and critical thinking about issues affecting the world and how science can be used to help solve these issues. The skills and knowledge acquired provides a strong foundation for progressing into the IB DP program of study.

The units that will be covered throughout the two-year course are as follows:

- How is life organized?
- What chemical processes support life?
- How do organisms sustain themselves?
- What factors affect human health?
- How do characteristics pass from one generation to another?
- How have different forms of life arisen?
- How are organisms adapted to survive?
- How do species interact?
- How do the choices people make affect the environment?
- How does biotechnology create new options in industry and health?

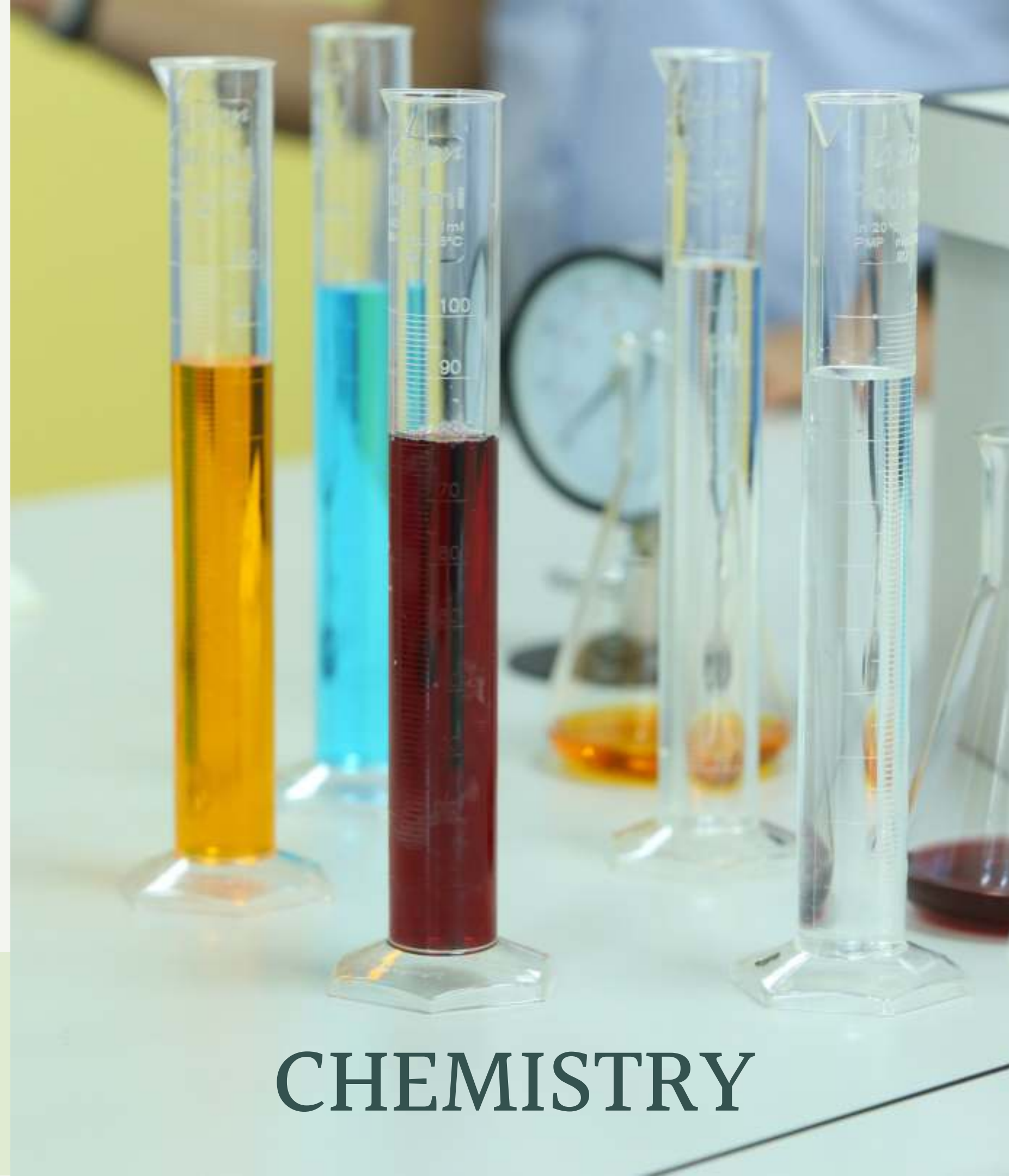


Chemistry investigates the composition and interaction of existing compounds and elements as well as making new materials such as polymers and medicines. Students will study topics such as Atomic Structure, Substances, Mixtures, the Periodic Table and Bonding. This is a useful science to choose if they enjoy making compounds and investigating the composition of chemicals around them. Chemistry is essential for careers in medicine, dentistry, veterinary medicine, scientific research such as in pharmaceutical companies and for many engineering courses.

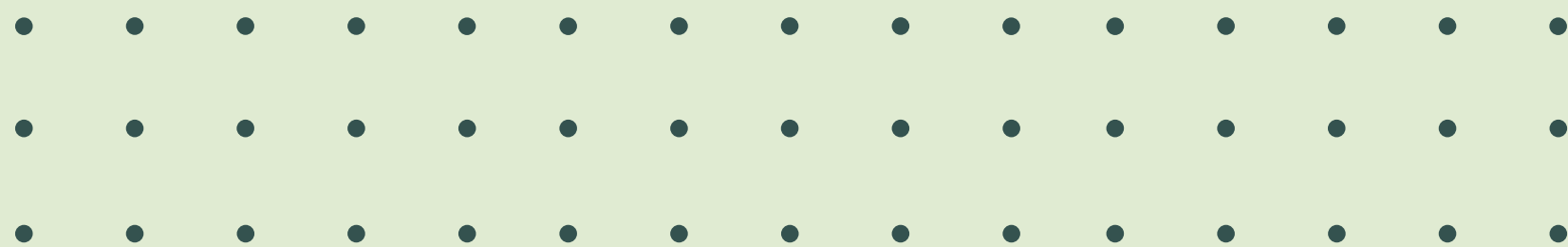
The inquiry element of the course encourages questioning, investigation and critical thinking about issues affecting the world and how science can be used to help solve these issues. The skills and knowledge acquired provides a strong foundation for progressing into the IB DP program of study.

The units that will be covered throughout the two-year course are as follows:

- Thinking like a Scientist
- What is matter?
- How do we use matter?
- How do we map matter?
- How do atoms bond?
- What are the impacts of chemical industry?
- What determines chemical change?
- What's inside the nucleus?
- Why do electrons matter?
- How are environmental systems sustained by their chemistry?
- How can our energy resources be accessed fairly?
- How can we shift the balance of a reaction?
- Does organic chemistry mean we can make any substance we want?



CHEMISTRY



PHYSICS

Physics is a science that studies the laws, nature, interactions and properties of matter and energy. Students will study topics such as Astrophysics, Kinematics, Dynamics, Matter, Forces, Energy, Atomic and Nuclear Physics.

The inquiry element of the course encourages questioning, investigation and critical thinking about issues affecting the world and how science can be used to help solve these issues. The skills and knowledge acquired provides a strong foundation for progressing into the IB DP program of study.

The units that will be covered throughout the two-year course are as follows:

- How big is everything?
- How do forces and matter interact?
- Amazing structures: how have we learned to use force?
- How far, how fast, how much faster?
- Free to move?
- How do we make life easier?
- How can we communicate?
- How is our climate changing?
- Are all our futures electric?
- Power to the people?
- What's in an atom?
- Where are we in the universe?



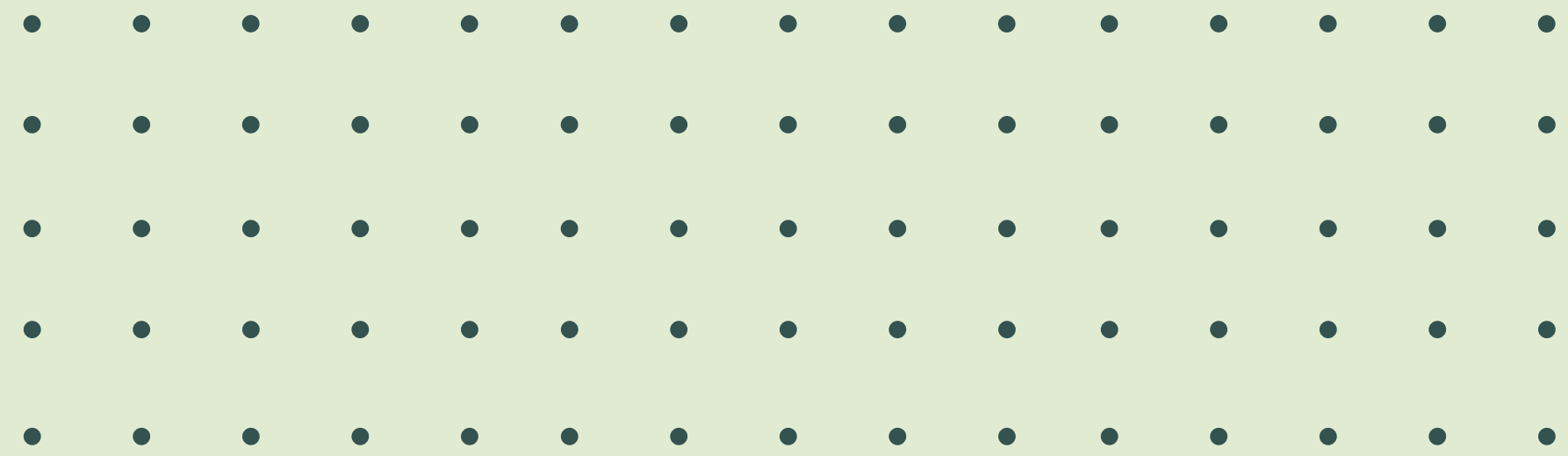
PHYSICAL AND HEALTH EDUCATION



For PHE e-Portfolio, students get the chance to work with a peer in a coach-client partnership, getting a chance to take ownership over the development of their own sporting performance and lead the development of another's performance.

Through this, students will develop their knowledge of how to conduct participant and performance analysis (criteria A), will plan, develop and execute a training program for their client (criteria B), will develop their own physical performance abilities in a chosen sport (criteria C), and will reflect upon their own physical performance and their performance as a coach (criteria D).

Through this, students will develop their knowledge of both the health and physical aspects that contribute to sporting performance.



THE ARTS





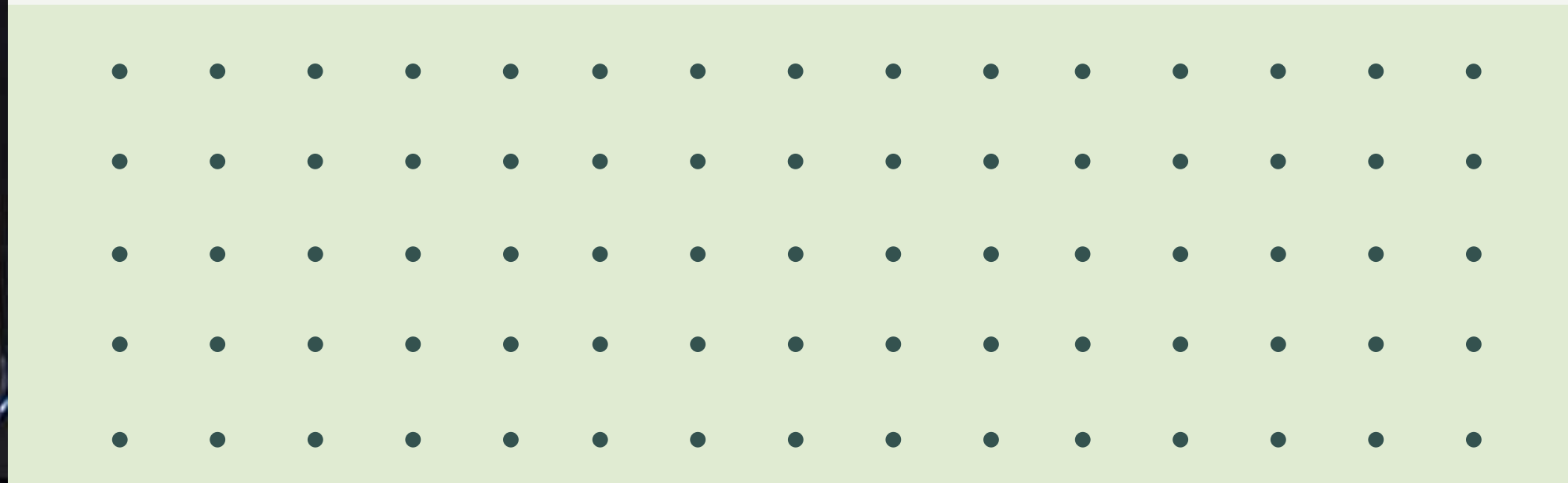
MUSIC

In Grade 9, students will develop their skills in preparation for the MYP external assessment in Grade 10 via the e-Portfolio, demonstrating expertise in the areas of composition, performance and listening analysis skills. To enter elective Music studies, a student must have enthusiasm for the subject and be willing to explore a wide range of musical genres. There will be opportunities to create original music and perform both as a soloist and as a member of an ensemble.

Pre-requisites for Grade 9 Music:

- Some experience playing an instrument or singing is beneficial for performance assessment tasks.
- A foundation level of Music Theory is advisable.

The skills necessary to effectively perform, compose and critique music will be developed through performing, creating, and listening activities. Studying Music at this level helps to develop self-discipline, musicianship skills, creative thinking skills, collaborative skills and build confidence as a performer. The course offers many opportunities for involvement in event management, working backstage and performances within school events.

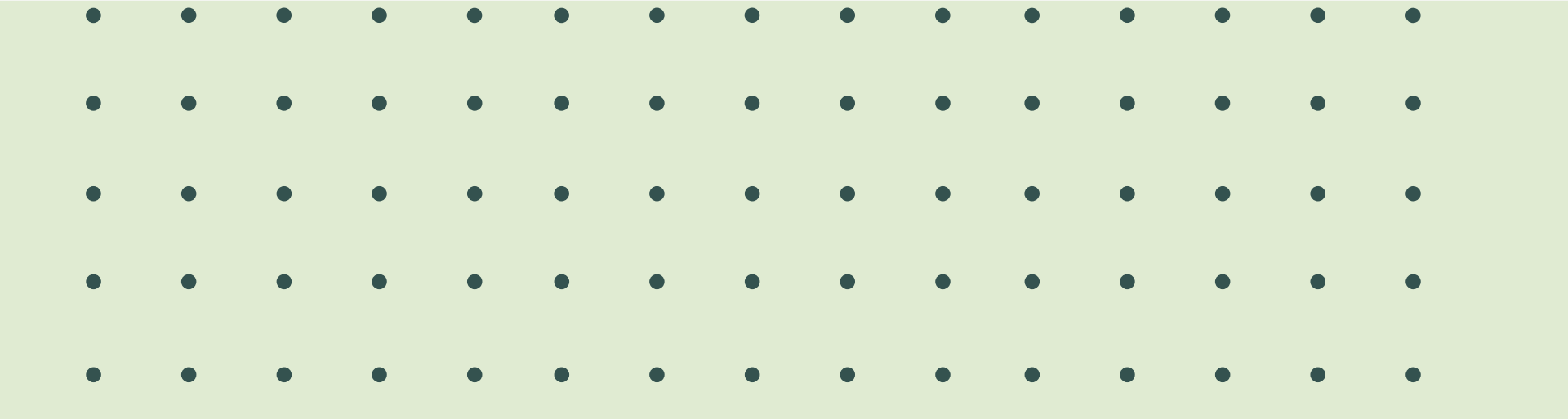


In MYP arts, students are expected to work as artists and learners, and to create in ways that engage and convey feelings, experiences and ideas. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to communicate. The visual arts program in MYP is meant to stimulate imagination, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks. MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding.

Students will learn 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; and deepen their understanding of the world.

The visual arts course requires a combination of technical and creative skills, thorough research paired with articulate writing, and personal and cultural reflection. This is an ideal course for students seeking to pursue visual arts for their Diploma Program, and who seek to study art or art history in college and as careers.

Students should have knowledge and skills in the following areas: • Observational (realistic) drawing and painting • Color theory • Basic art history • Some experience with multiple materials including collage; ceramics.





Students function as artists as well as learners of the Theater. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present Theatre in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the Theatre is a dynamic process; the process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulates young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of theatre, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP Arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding.

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

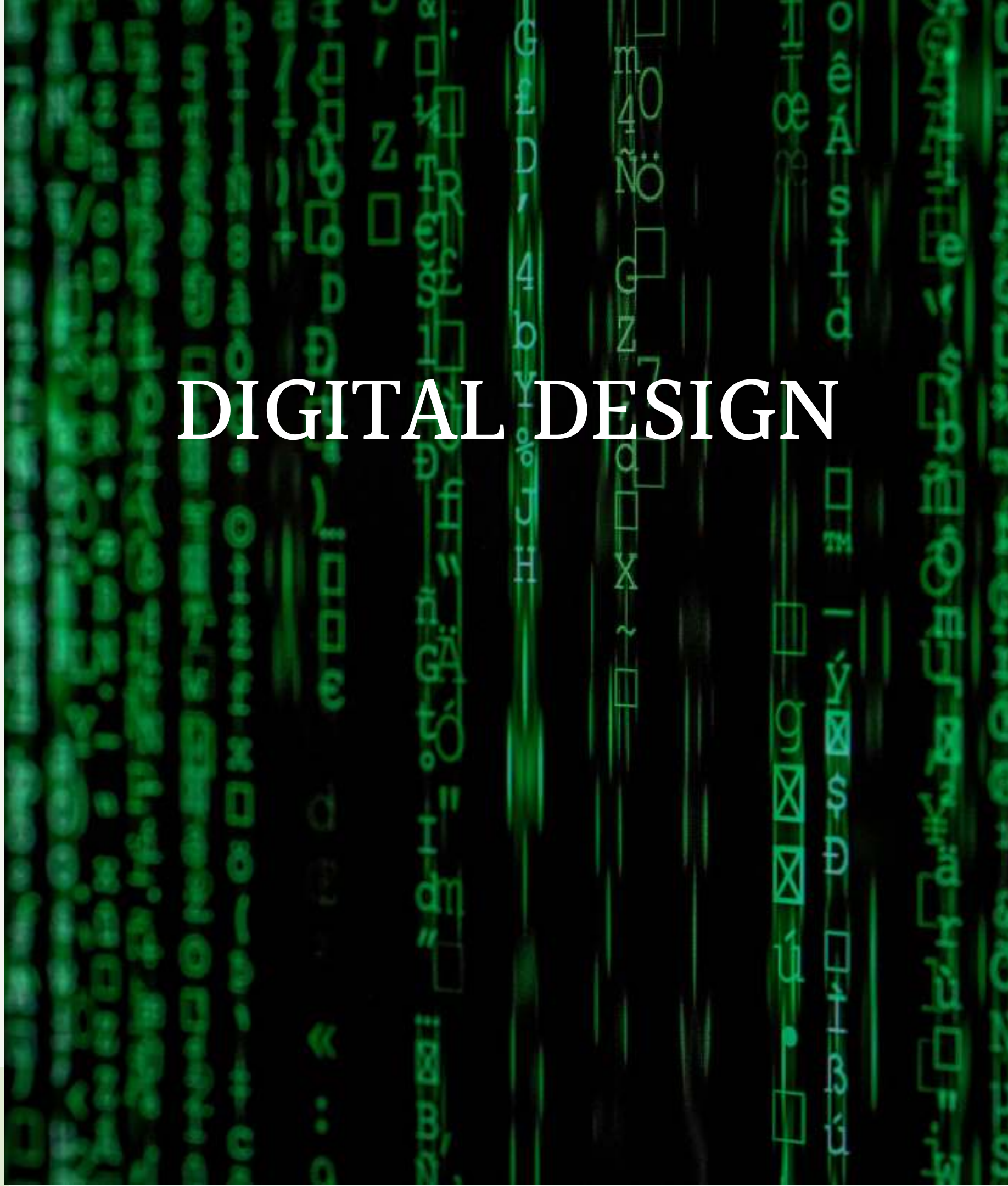
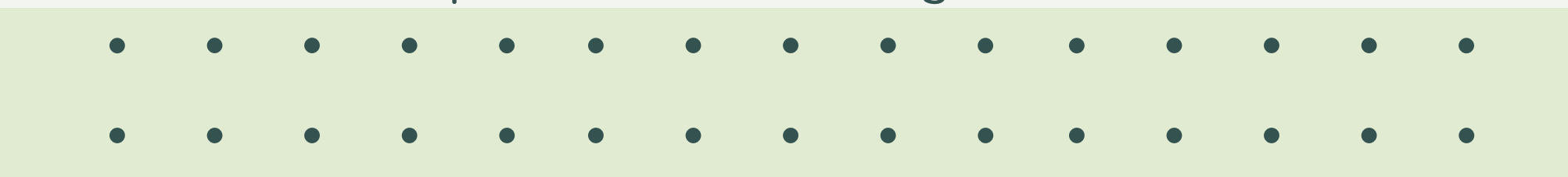
- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen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

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems. Inquiry and problem-solving are at the heart of design.

MYP Design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution.

In MYP Design, a solution can be a model, prototype, product or system independently created and developed by students. MYP Design enables students to develop not only practical skills but also strategies for creative and critical thinking.

Practical Skills to be covered by end of Year 5 in MYP -Desktop Publishing Skills -Animation Skills -Video Editing Skills -Web Authoring Skills -Coding -Computer Aided Design/3D Modelling -Databases and Spreadsheet Modelling



DIGITAL DESIGN

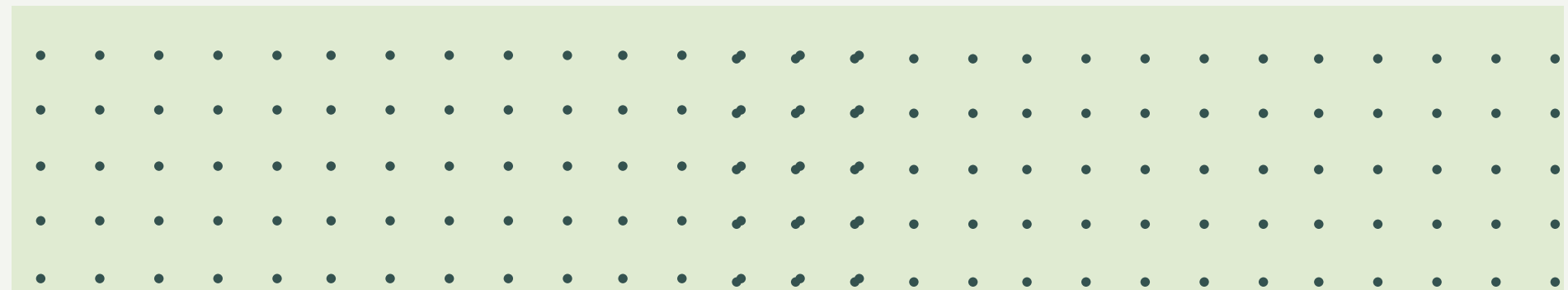
PRODUCT DESIGN

This course enables students to develop broad based skills that are integral to function effectively in the modern world. Students will learn to identify and analyze a problem and present solutions in a clear and concise manner. Students will use a wide range of materials to design and make products. They work out their ideas with precision taking into account how products will be used, who will use them, how much they cost and what skills are required to make the product. They develop their understanding of designing and creating through investigation skills. Design is a strategic process; it is more just the production. It uses visual mediums to enable communication within desired parameters whether this is across cultures or to a specifically targeted audience. The students learn to appreciate the impact of design and technology in their daily lives.

At this MYP level, Product Design is essentially a preparatory course for the IB diploma in addition to a variety of manufacturing, drawing, research and evaluation skills. Our students are expected to also develop an awareness of the significance of products used by them in day to day life.

Product Design is now universally recognized a significant area of university study. Graduates of Product Design can look forward to careers in architecture, interior designing, engineering, product development, and product analysis. It is also an excellent foundation for further study in advertising, engineering, business development, product marketing and product launch.

In a world that experiences voluminous development of design and technology from space to health care, the creative impact of the designer has never been more in demand.



Service as Action (SA)

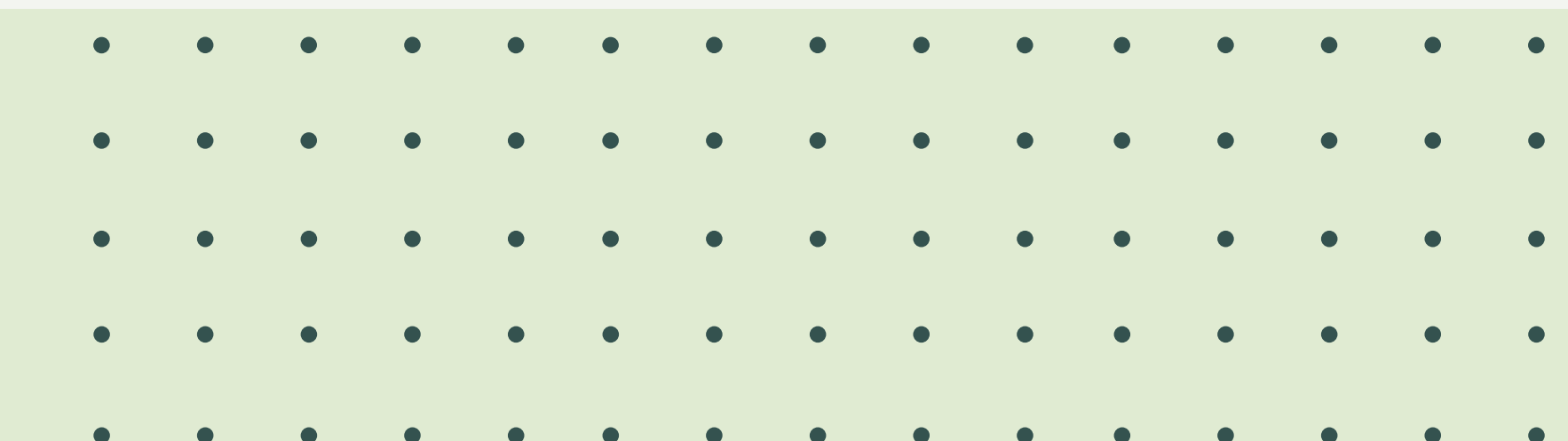
Service as Action encourages students to participate in activities that make a positive difference to the lives of others and to the environment. Action is taken in service with others.

Service as action arises from the curriculum. Learning about important issues, informing others, engaging in advocacy, organizing and taking individual and collaborative action are all forms of service as action.

Action is followed by reflection, where students consider the impact of their action on both the community and their own development.

Through their participation in service, students can become more confident, self-regulated learners. All MYP service learning outcomes are closely associated with IB learner profile attributes and approaches to learning (ATL) skills.

Authentic service as action in IB World Schools works within local, national and global communities to meet real needs. In the MYP, meaningful service as action helps students connect what they're learning in school with the world beyond the classroom.



Personal Project

The MYP personal project is a student-centred and age-appropriate practical exploration through a cycle of inquiry, action and reflection, which allows students to consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours.

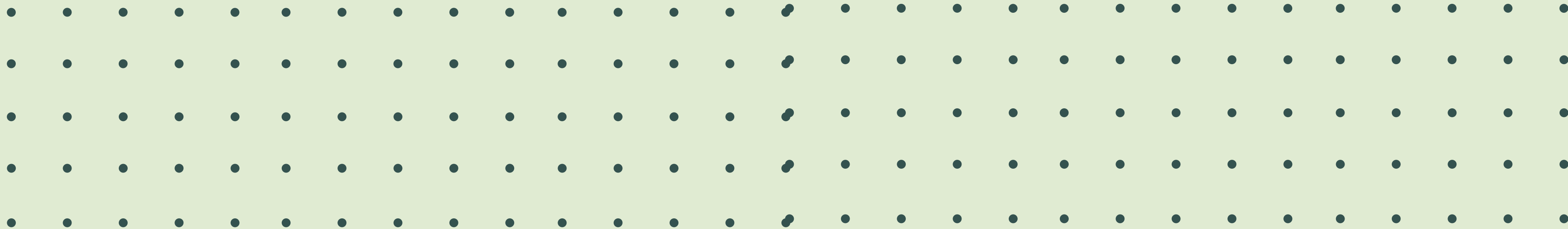
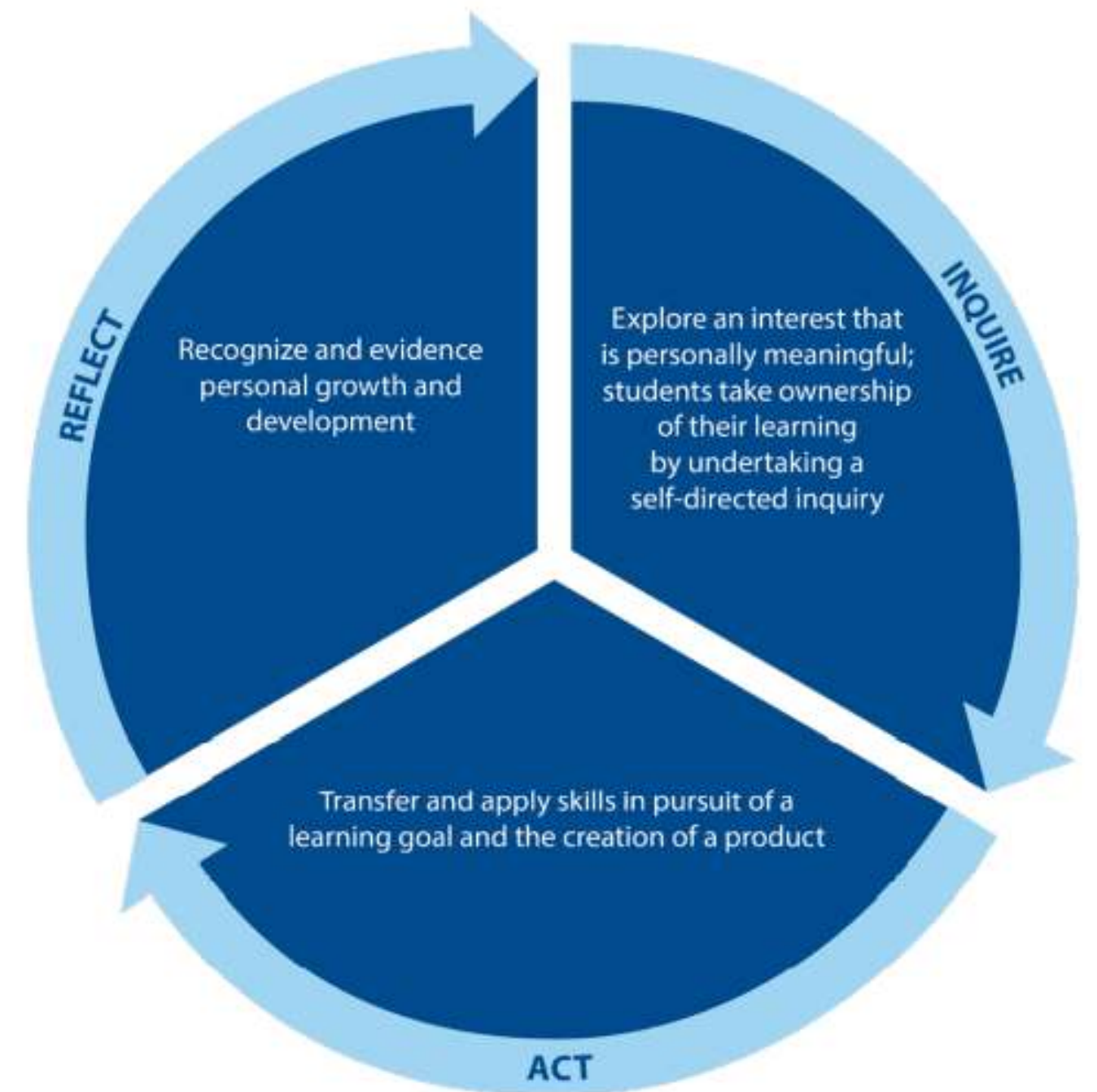
The MYP personal project helps students to develop the attributes of the IB learner profile. It provides them with an essential opportunity to practise and strengthen approaches to learning (ATL) skills developed through the MYP, and fosters their development as independent, lifelong learners.

Students may, if they wish, link their project to one of the global contexts, but this is not mandatory.

MYP year 5 students must successfully complete the externally-moderated personal project to be eligible for IB MYP course results and the IB MYP certificate.

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

- participate in a sustained, self-directed inquiry
- 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
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- set goals and evaluate outcomes against them
- appreciate the process of learning and take pride in their accomplishments.



GRADE 9 SUBJECT OPTIONS FORM

Once you have decided what subject you wish to study, please let us know your intention and chosen pathway on our formal form

Deadline on January 20th

M2025 Subject Options Form