



MYP Handbook

2026-2027



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Director's Message

01



Sahar Al Marzouki

Owner / Director

*"Education is a journey,
not a destination."*

Dear Parents and Students,

At Faris International School, we are committed to providing students with a solid foundation in core subjects (English, math, science, and humanities) while also offering enriching courses in computer skills, art, French, and physical education. This well-rounded approach ensures that every child enjoys a diverse and meaningful learning experience. At the same time, we value the importance of our culture and heritage, and we place a strong emphasis on Arabic language learning as an essential part of our identity.

We are proud to integrate the latest educational programs and technologies into our curriculum, setting high academic standards and fostering a culture of excellence. Our school follows the International Baccalaureate (IB) framework—encompassing the PYP, MYP, and DP—while also providing innovative STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities that inspire curiosity, creativity, and problem-solving.

We believe that strong partnerships between parents, students, and the school create the bridge between potential and achievement. Your engagement, encouragement, and feedback are deeply valued as we work together to nurture confident, capable, and compassionate learners.

Warm Regards

Vision & Mission

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Our Vision

Al Faris International School envisions a school built on academic excellence, mutual trust, strong commitment and cooperation between staff, student and parents. Our dedication to provide incomparable, yet affordable, education of the highest standards, in a safe and motivating environment using the most advanced and effective resources, is driven by the desire to produce creative, independent leaders that will contribute positively to the global community.

Our Mission

As a school committed to excellence, Al Faris International School strives to provide a balanced and challenging program based on measurable standards and rigorous assessment to enhance our students' thinking and inquiry skills. Al Faris International School aims to foster an understanding, intercultural and highly effective learning environment that inspires students to become compassionate, knowledgeable, ethical and socially successful global citizens in a world of differences.



The MYP Programme

03

The MYP Programme is designed for students aged 11 to 16, and is given from Gr 6 – 10 at FIS. In the MYP Programme, Grade 6 is referred to as “Year 1” while Grade 10 is referred to as “Year 5.” It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understand an global engagement – essential qualities for your people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills, and attitudes developed in the IB PYP Programme and prepares students to meet the academic challenges of the IB Diploma Programme (DP) our school offers.



The IB Middle Years Programme:

- addresses holistically student' intellectual, social, emotional and physical well being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understand through study in eight subject groups
- requires the study of at least two languages (language of instruction and addition language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.



The Curriculum

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The MYP consists of eight subject groups:

- Language & Literature
- Mathematics
- Sciences
- Individuals & Societies
- Art
- Design
- Physical & Health Education
- Language Acquisition

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context:** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- **Conceptual understanding:** 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.
- **Language and identity:** MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

- **Approaches to learning (ATL Skills):** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. MYP students must develop the following skills by the end of the programme:



- **Service as action (community service):** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members for the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme. Each student at FIS is expected to participate in community service that is an extension from the unit studied or as a stand-alone activity.

MYP Assessment

05

The MYP programme consists of both **internal and external assessments**, both of which are consistent around the world. Internal assessments consist of both **formative and summative assessments**. Formative assessments take place throughout the unit in order to monitor student progress, whereas summative assessments are done at the end of a unit. MYP internal assessments – whether formative or summative – include a wide variety of strategies, tools, and tasks that include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis, and reflection. Assessment in the MYP is criterion-related (A, B, C, D), whereby each subject group in the MYP has a set of four criteria.

	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Language Aquisition	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing & Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing & Understanding	Inquiring & Designing	Processing & Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing & Understanding	Investigating Patterns	Communicating	Applying Math in Real-Life Contexts
Arts	Knowing & Understanding	Developing Skills	Thinking Creatively	Responding
Physical & Health Education	Knowing & Understanding	Planning for Performance	Applying & Performing	Reflecting & Improving Performance
Design	Inquiring & Analysing	Developing Ideas	Creating the Solution	Evaluating
MYP Projects	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

MYP Assessment Continued

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As a final mark for each subject group (per year or even when acquiring an MYP certificate after Year 5), students can score a total of 32 marks in each subject group. The MYP has created a set of criteria that converts overall marks to a set of grades from 1 – 7, which are as follows:

Grade	Boundary Guideline	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.

Interdisciplinary Teaching & Learning

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

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

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

At FIS, students will complete **one** interdisciplinary unit in Years 1 - 3 and **two** units in Years 4 - 5..

The aims of interdisciplinary learning in the MYP are to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts
- integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- reflect and communicate understanding of the interdisciplinary learning process.



IB MYP Course Results & IB MYP Certificate

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For students seeking a formal qualification at the end of the programme, the IB offers eAssessments in Year 5 that lead to IB MYP course results and the IB MYP Certificate.

At FIS, students will have the option to either obtain IB MYP course results or the IB MYP Certificate. In order to achieve these qualifications, students must complete eAssessments, which consist of the following three strategies:

- **ePortfolios** of carefully defined coursework in language acquisition, arts, design, and physical and health education. These will be marked internally by our teachers at FIS, and then will be sent to IBO headquarters for moderation. Moderation is the process whereby IB examiners go over our teachers' marking system to ensure that all assessments have been marked in a fair manner. The IBO has the right to raise or lower all students' marks depending on whether teachers have been to harsh or lenient with their marking respectively.
- **on-screen examinations** (two hours in duration) for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning. They will be held in FIS between **May 3 – 14, 2027**.
- **personal project**: a student-centered and age-appropriate extended project in which students consolidate their learning throughout the programme. Each student develops a personal project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work. While other eAssessments are optional (depending on whether students would like to acquire the IB MYP course result or the IB MYP Certificate), all MYP Year 5 students must take part in a mandatory personal project eAssessment.



MYP Course Results

Students aiming for completing MYP course results, should complete either ePortfolios and/or on-screen examinations for selected subject groups, along with completing a personal project, and participating in community service.

IB MYP Certificate

Students aiming for acquiring an IB MYP Certificate must meet the following criteria:

- five on-screen examinations (language & literature, mathematics, sciences, individuals & societies, and interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project
- fulfilling FIS's expectations for community service.



Personal Project Exhibition

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Our students showcase their Personal Projects in our annual Personal Project Exhibition that usually takes place in Term 2. Some of our Personal Project topics are as follows:



- Building an Aquaponic System
- Learning Arabic Sign Language
- Building a Computer
- Spreading Awareness of Disease
- Learning Embroidery
- Writing a Short Story
- Painting
- Scoliosis Workout Health Plan

- Acquiring CPR Certification
- Designing a Dream House
- Creating a Cookbook
- Designing an App
- Learning a New Language
- Developing a Website
- 3D Modeling & Printing
- Recycling





مدارس الفارس العالمية
Al FARIS International School



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