UWC MAASTRICHT

MYP Academic Handbook

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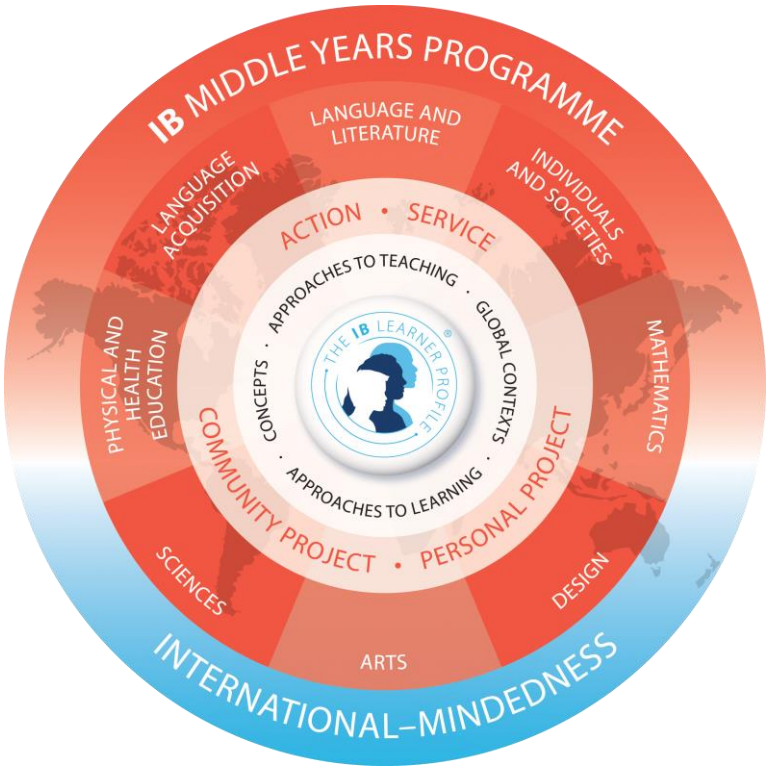
1. Learning Through the IB Middle Years Programme

The mission and values of UWCM align well with the mission statement of the International Baccalaureate.

UWC Maastricht makes education a force to unite people, nations and cultures for peace and a sustainable future.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1.1 Middle Years Programme Model



The IB Middle Years Programme (MYP) was introduced in 1994 and has since gained worldwide recognition with 1358 schools in 108 countries implementing the programme. The IB MYP programme has been running at UWC Maastricht since 2010. The IB MYP programme is followed by the IB Diploma Program, an internationally recognized, and university entrance level programme.

1.2 IB Middle Years Philosophy

At the heart of the Middle Years Programme is the IB learner profile. Surrounding the Learner Profile are the supporting elements of the MYP programme including the key elements of a concept-based and contextual curriculum, core elements of the programme, subject groups, and the goal of international-mindedness connecting all these components.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- Approaches to learning (ATL), helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- Key and related concepts, helping students explore big ideas that matter
- Global contexts, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

The MYP culminates in the Personal Project. Students complete a significant piece of work over an extended period, encouraging them to consolidate their learning and reflect on the outcomes of their work.

1.3 Approaches to Learning (ATL) Skills

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

MYP identifies 5 ATL Skill categories, which are further subdivided into 10 Skill clusters. These are outlined in the table below:

ATL Skill Category	**ATL Skill Cluster**	**Explanation**
Communication	I. Communication	• Exchanging thoughts, messages and information effectively through interaction • Reading, writing and using language to gather and communicate information.
Social	II. Collaboration	• Working effectively with others
Self-management	III. Organization	• Managing time and tasks effectively

	IV. Affective	• Managing state of mind
	V. Reflection	• (Re)considering the process of learning; choosing and using ATL skills
Research	VI. Information literacy	• Finding, interpreting, judging and creating information
	VII. Media literacy	• Interacting with media to use and create ideas and information
Thinking	VIII. Critical thinking	• Analysing and evaluating issues and ideas
	IX. Creative thinking	• Generating novel ideas and considering new perspectives
	X. Transfer	• Using skills and knowledge in multiple contexts

The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. At least 2 ATL skills are taught, practised, reinforced or assessed in every unit in the MYP programme.

1.4 Learning Through Global Contexts

In the MYP, learning contexts should model authentic world settings, events and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international-mindedness and global engagement with the programme. Contextual learning helps teachers and students answer the most important question "Why are we learning this?" The MYP identifies 6 Global contexts for learning which are outlined in the table below:

Global Context	**Explanation**
Identities and Relationships	*Who am I? Who are we?* Students explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human
Orientation in Space and Time	*What is the meaning of 'where' and 'when'?* Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from personal, local and global perspectives.
Personal and Cultural Expression	*What is the nature and purpose of creative expression?* Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;

	the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Scientific and Technical Innovation	*How do we understand the worlds in which we live?* Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.
Globalization and Sustainability	*How is everything connected?* Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.
Fairness and Development	*What are the consequences of our common humanity?* Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

1.5 Service As Action

Service as Action allows students to build authentic connections between the academic realm and life outside the classroom. By engaging in real-life situations students couple academic knowledge and skills with personal and social skills to make a meaningful contribution to community and society. Authentic learning experiences are structured to combine community service with explicit learning objectives. By engaging in Service as Action students learn to investigate, plan and take action; engage in problem solving, as well as learn to develop responsibility and accountability for their actions.

Learning Outcomes

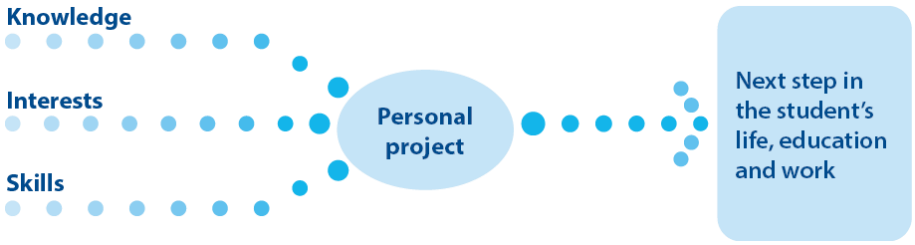
1. Awareness of your strengths and developing weaknesses
2. Developing international-mindedness and global understanding
3. Learning Perseverance over challenge
4. Collaborating with others
5. Contemplating an ethical issue
6. Taking initiative
7. Learning new skills

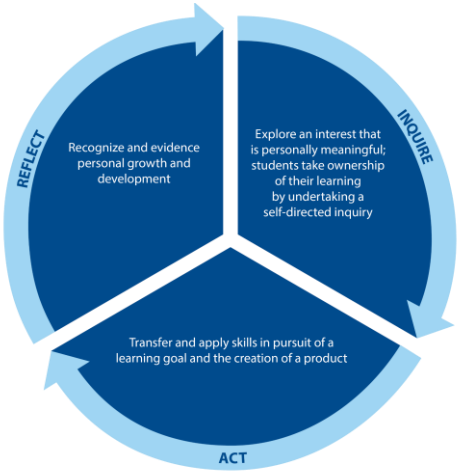
Through years 1-5, MYP students are given the opportunity to engage in Service **as** Action through their classes and the co-curricular program. Opportunities to engage in Direct Service, Indirect Service and / or Advocacy are created by each department.

Service as Action takes place during school hours, but may also require commitment after school or on weekends. Students are to record their reflections on ManageBac at least once a month, and sometimes more frequently depending on the activity.

1.6 Personal Project

All students in Year 11, who have at least attended an MYP school since the beginning of MYP 4, must complete the personal project. The personal project engages students in a sustained inquiry into a topic of their choice. Over the course of an academic year, students work towards achieving a goal that they have set for themselves and document their learning process. The final products of the personal projects are displayed in March and provide an opportunity for students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. While creating a product is an important part of the process, students are mainly assessed on the documentation of the process used to achieve their project aims. Students are responsible for contacting their supervisor and documenting their progress in the ManageBac Personal Project worksheet. The worksheet contains a checklist of tasks for students and supervisors to complete and their deadlines. Students can also upload their process journal and assignment drafts into the Personal Project worksheet.





2. Subject Areas In The Middle Years Programme

MYP students at UWCM take courses from 8 different subject groups:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts
- Design
- Physical and Health Education

2.1 Language and Literature

Language and Literature is either a student's home language or one in which he/she has near native proficiency. UWC Maastricht offers language and literature in the following languages:

- English
- Dutch
- Universal language and literature will be offered to all students from Year 7-11

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 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 real-life contexts

2.2 Language Acquisition

The ability to speak in a variety of modes in more than one language is an essential component of developing international and intercultural understanding. As not all students will be of equal proficiency in their language ability, language acquisition courses are divided into a continuum of 6 phases. Phase 1 language acquisition is for students who have never studied a language before, while Phase 6 students have considerable proficiency in the language. UWC Maastricht offers Language Acquisition in the following languages:

- English
- Dutch
- French
- German
- Spanish (Only offered in Year 10 and 11 to new students)

The aims of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

2.3 Individuals and Societies

MYP individuals and societies incorporate the humanities (such as history and philosophy) as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

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

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

2.4 Sciences

The MYP Sciences guides students to independently and collaboratively investigate issues through research, observation and experimentation. Students also explore the connections between science and everyday life and discover how science relates to morality, ethics, culture, economics, politics and the environment.

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

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices

Science Curriculum UWCM

Years 7 – 9: Students follow an integrated sciences curriculum. They have three periods of science a week.

Year 10: Students choose two out of three Science subjects: Biology, Physics, and Chemistry. They have three periods of the science discipline they choose so a total of six hours of Sciences a week.

This concentrated approach will help students to bridge the gap between MYP 5 and the DP program. This change offers flexibility, choice, access and mobility and will help students to think critically about their future subject choices. They will have the option to continue with these choices to MYP5. If the student strongly feels that they have made a wrong choice, they will be given the opportunity to drop and choose another science in MYP5.

Year 11: Students choose two out of four subjects: Biology, Physics, and Chemistry, and Design. They have three periods of the discipline they choose, so a total of six hours of a Group 4 subject a week.

2.5 Mathematics

Mathematics can help make sense of the world and allows phenomena to be described in precise terms. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and lives in general. In Years 10 and 11, the school offers mathematics courses at extended and standard level. The allocation to the extended or standard is based on the performance in the placement test. The placement test is conducted at the end of the academic year of Year 9. For new students joining Year 10 and 11, the students have to take the placement test at the time of admission and based on the results the students are allocated either an extended or standard course.

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
- develop logical, critical and creative thinking that they can communicate clearly in a variety of contexts
- 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 international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attributes necessary to pursue further studies in mathematics

2.6 Arts

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. Arts in the MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages to understand the arts in context and the cultural histories of artworks, thus supporting development of an inquiring and empathetic worldview. At UWC Maastricht, students are enrolled in Drama, Music and Visual arts in Year 7 - 9, where they get acquainted with the different subjects and explore their skills and creativity. In Year 10 and

Year 11, students select one of the arts subjects offered (Drama - Media Studies - Music - Visual arts) and continue to further develop their skills and deepen their knowledge and understanding within one art form.

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

2.7 Design

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

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

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

2.8 Physical Health and Education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

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

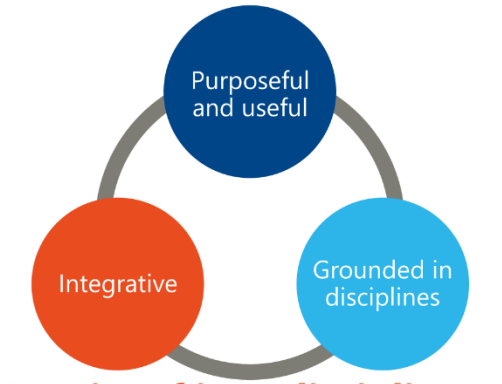
- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility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

2.9 Interdisciplinary Studies

In each year of the MYP program, students will be engaged in at least one interdisciplinary unit. In this unit, students will draw ideas and concepts from two or more subject groups in order to develop the understanding that disciplines do not exist on their own and that knowledge is integrated.

The aims of MYP Interdisciplinary Studies are to encourage and enable students 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 on and communicate understanding of the interdisciplinary learning process
- experience the excitement of intellectual discovery—including insights into how disciplines complement and challenge one another.



3. MYP Assessment and Criteria

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP school based assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative- thinking skills
- reflect the international-mindedness of the programme by including in its model principles that take into account the development of the whole student.

Assessment in the MYP is both **formative** and **summative**.

Formative assessment: teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Summative assessment: designed to provide evidence for evaluating student achievement using required MYP subject-group-specific criteria. Levels of achievement are assigned and reported for summative assessment tasks.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and Literature	Analyzing	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 mathematics in real-world contexts
Arts	Investigating	Developing	Creating /Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Planning	Applying Skills	Reflecting	X
Interdisciplinary	Evaluating	Synthesizing	Reflecting	X

As shown in the table above, each MYP subject contains four different Criteria (A,B,C and D). These criteria assess the skills described in the subject objectives. Within each criterion there are achievement levels from 0-8 and different strands to describe student achievement on the task. Teachers use the strands in each criteria to determine the level of student achievement. A “best-fit” approach is used to determine the overall achievement level for a task (between 0-8), which culminates in a final grade, out of 7 (see table below).

Students are assessed on each criteria **at least twice** in each subject group in every year of the program. A best fit approach is also used to determine the final level of achievement in each criterion.

MYP Grade Boundaries

Grade	Boundary guidelines	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.

4. Academic Honesty

All MYP students will receive the Academic Honesty Policy, which guides UWCM's education and expectations in this area. It is also available in ManageBac and on the school website. As an IBDP learner and UWC student, you are expected to be principled and act with integrity and honesty. As learners, we all discuss academic courses with each other. Working together is valuable for developing understanding. However, working together with integrity and honesty means that we do not present other people's work as our own.

When we study, we generate our own ideas. But these ideas come to us because we learn from other people. Good students research ideas and use quotations or ideas from experts and, importantly, good students also acknowledge whom they have learnt from.

Presenting other people's work as your own can result in you failing your IBMYP, affect the support we can give to your university application later on or even result in you losing your place at UWCM.

If you are uncertain about what academic honesty really is, this guide will help:

- Plagiarism is when you:
    - Copy somebody else's work and pretend it is your own (this could be a classmate, a published author, a website etc. and includes pictures, maps etc.)
    - Fail to use correct referencing when you quote or paraphrase other people's ideas

- Collusion is when you:
    - Allow another student to use your work as if it is their own
    - Work as a pair, or more, to produce a piece of work which needs to be completed and assessed as an individual assignment
    - Remember:
    - If you help another student commit an act of academic dishonesty, you are as guilty as the student committing the offence. A student can be put under a great deal of peer pressure to hand over work to another student, but must say "NO". Putting students under pressure to hand over their work is bullying, and UWC Maastricht will not tolerate bullying.

    - You are allowed to work with friends and family to help you to understand a topic. This is called collaboration. However, your final assignment has to be the result of your own work.

- Cheating in tests and examinations is when you:
    - Take unauthorized technology or study materials (for example, notes) into the examination
    - Communicate with another student during a test or examination
    - Copy another student's work during the examination

Responsibility for Academic Honesty

- You are responsible for making sure that your work is your own and that you reference any research correctly. If you are ever uncertain, ask your subject teacher or the MYP/DP Coordinator for help
- Teachers are responsible for teaching you the importance of referencing and showing you how to reference correctly
- IB MYP examiners are responsible for reporting to any suspected plagiarism, collusion or cheating in assessments and examinations (such as the eAssessments).
    - The IB randomly checks candidates' work using a web-based plagiarism detection system.
    - When it is clear that a student has plagiarized, no grade is awarded for that assignment.
    - This will affect your overall grade and can also result in you losing your certificate.

5. Transition Requirements in MYP at UWCM

As UWC Maastricht is a Dutch International Secondary School and receives funding from the Dutch government for every student to receive their education at our school, we are required to show that students meet minimum academic requirements and are able to successfully access our curriculum. If a student does not meet these transition criteria there will be consequences, as outlined below.

5.1 Transition from Year 9 to Year 10 and from Year 10 to Year 11

There are two transition points in MYP: from Year 9 to Year 10 and from Year 10 to Year 11 where the following criteria must be met in the End of Year (Summer) report:

1. Achieve a total score of at least 32 out of 56 points. The total score is calculated by adding the Final Grade earned in each subject group. For subject groups where students take more than one course, the highest final grade earned will apply to the total score.
2. Have no more than two grades of a 2 or lower in the final grades
3. Have no more than three effort grades of Below Expectations (BE). See Effort Grades for more information
4. Contribute regularly to the co-curricular aspect of the school community by completing the MYP Service as Action requirements
5. Demonstrate punctuality and have no more than 24 instances of late-coming per year (as per the Student Handbook)
6. Maintain an attendance rate of at least 90%. The school will take in account authorized absences in cases where the student has not complied with professional or governmental guidance to mitigate absences.

5.2 Transition Options in the MYP

- A student might be recommended to repeat a year. This may only be done once in the MYP.
- If it is in the best interest of the student to pursue another programme, which may involve changing schools, the school will offer recommendations to parents to find the best possible fit for their child.
- The student provisionally proceeds into the following academic year but their place is

Transition Criteria Policy contingent upon a behavioural and/or academic contract that establishes additional requirements (to ensure that the student is aligned with the Transition

Criteria) and improvement demonstrated. This contract will then be reviewed in the following Winter report to establish whether sufficient progress has been made and progression is permitted.

The transition from Year 11 to Year 12 requires particular consideration as the programmes may not be suitable for all students. Students can choose between the IB Diploma Programme or the IB Career-related Programme, subject to the criteria outlined below.

5.3 Choosing the IB Diploma Programme

In order to be considered for the IB Diploma Programme, students transitioning from Year 11 to Year 12 in UWC Maastricht should achieve the following criteria in the Year 11 End of Year (Summer) Report:

1. A total score of at least 36 out of 56. The total score is calculated by adding the Final Grade earned in each subject group. For subject groups where students take more than one course, the highest final grade earned will apply to the total score.
2. Students must receive suitable recommendations from their subject teachers to form a viable Diploma package (3 Higher Levels and 3 Standard Levels in relevant subject groups). A minimum grade of 5 is normally required to recommend a similar subject at Higher Level. Some subjects/levels may require tests to establish a suitable placement. See the DP Handbook for more information.
3. Have no more than two grades of a 3 or lower in the final grades.
4. Have no more than three effort grades of Below Expectations (BE). See Effort Grades for more information.
5. Have an internal grade of a minimum of 3 in the Personal Project.
6. Contribute regularly to the co-curricular aspect of the school community by completing the MYP Service as Action requirements.
7. Demonstrate punctuality and have no more than 24 instances of late-coming per year. (as per the Student Handbook)
8. Maintain an attendance rate of at least 90%. The school will take in account authorized absences in cases where the student has not complied with professional or governmental guidance to mitigate absences.

5.4 Choosing the IB Career-related Programme

In order to be considered for the IB Career-related Programme, students transitioning from Year 11 to Year 12 in UWC Maastricht should achieve the following criteria in the Year 11 End of Year (Summer) Report:

1. Students must receive suitable recommendations from their subject teachers to form a viable Career-related package (A minimum of 2 Standard Level subjects plus a recommendation for the Career-related Study). See the CP Handbook for more information.
2. Have no more than three grades of a 3 or lower in the final grades.
3. Have no more than three effort grades of Below Expectations (BE). See Effort Grades for more information.
4. Have an internal grade of a minimum of 3 in the Personal Project.
5. Contribute regularly to the co-curricular aspect of the school community by completing the MYP Service as Action requirements.
6. Demonstrate punctuality and have no more than 24 instances of late-coming per year. (as per the Student Handbook)
7. Maintain an attendance rate of at least 90%. The school will take in account authorized absences in cases where the student has not complied with professional or governmental guidance to mitigate absences.

5.4 Transition Options into Year 12

If a candidate does not meet the criteria for either the Diploma or Career-related Programme, the following options may be offered at the school's discretion, depending on the situation.

- The student proceeds into Year 12, in either the Diploma or Career-related Programme, but their place is contingent upon a mandated subject package offered by the Academic Coordinator.
- The student proceeds into Year 12 as an IB Certificates student, with a mandated subject package of a minimum of 4 Diploma subjects and compulsory participation in CAS.
- The student may be required to retake Year 11 to attempt to develop a more secure foundation from which to attempt further study in the subsequent academic year.
- An alternative education programme is sought at another school.