



IB Math Master

How I Teach IB Mathematics

A closer look at how I work, and how I help students reach the grade they are capable of.

Abdulhamid

IB Mathematics Specialist · ibmathmaster.com

Does this sound like you?

You understand it in the lesson. You do the practice. And still the grade comes back lower than the work you put in.

This is probably you if

- You are aiming for a 6 or 7 and stuck a grade or two below
- You understand the maths but underperform under exam pressure
- There are older topics you never fully caught up on
- You have never been shown how to set out your work the way the IB rewards
- You are facing the Internal Assessment and not sure what examiners are really looking for

Everything starts from one student

Everything I do starts from one student: their level, their goals, and the grade they are aiming for.

I start by understanding you

- I assess your current level and find your exact weaknesses and what you need
- From there, we follow a clear plan toward your target grade, never random lessons

In the lesson

- One-to-one lessons on Zoom, taught entirely by me
- Where a concept is not yet understood, I teach it properly first
- We work through real past paper questions together, and from early on, not saved for the final weeks like most schools, so you are ready long before the exam
- You learn to think through problems yourself, not just memorise steps

Between lessons

- Personalised homework from real IB past papers or IB-style questions, organised by topic
- I grade your work myself between sessions, so nothing goes unchecked
- Anything you could not solve, we go through together next lesson

Tracking your progress & what you keep

- Every few sessions, a clear report on how you are doing, with assessments set to target your weaknesses
- After each lesson, the notes we made saved as PDFs, in your own organised folder alongside every practice question

Where strong students underperform

The IA is worth **20% of your final grade**, and it is where strong students most often underperform. Not because the maths is wrong, but because the IA rewards things most students are never fully shown.

Where IAs go wrong

- Choosing a topic that is too broad, too narrow, or hard to develop
- Getting stuck partway through, not knowing how to take the exploration further
- Personal engagement that is claimed but not shown in the work
- Reflection that describes what was done instead of analysing what it means
- Correct mathematics undermined by weak structure and communication

How I help

- I guide you from choosing a topic through to your final draft
- I review your work against each criterion, the way examiners do
- I show you what is holding the work back and what to change
- **You do the work yourself. I guide and give feedback. I never write it for you**

A REAL RESULT

- A student came to me with a draft predicted 13 out of 20
- Working from my feedback, he strengthened the weak criteria and tightened the mathematics
- **Final score: 17 out of 20**

A few of my students

Mariia

MATH AA SL • GERMANY

- Came six months before her final exams with a Grade 2
- Understood the concepts but could not perform under exam conditions
- We focused on timed past papers and her exact weak areas
- **Final result: Grade 6**

Cecilia

MATH AA HL • USA

- Struggling with HL concepts and inconsistent test scores
- Worked through the hardest topics with clear, step-by-step explanations
- **Went from a curved 74% to scores of 92%, 96%, and 98%**

Dunya

MATH AA • AUSTRIA

- Wanted to truly understand the maths, not just memorise it
- Clear explanations and steady, patient practice
- **Grew in confidence and improved across her AA exams**

Read more from my students at ibmathmaster.com/reviews

The next step is simple

After you apply, here is what happens.

What happens next

- I read your application myself and reply within 12 hours
- My reply has everything you need, how I would work with you, and the rate
- If you would like to talk it through first, we arrange a short consultation. If not, we find a time to begin

I take on a limited number of students, so each one has my full attention.

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