



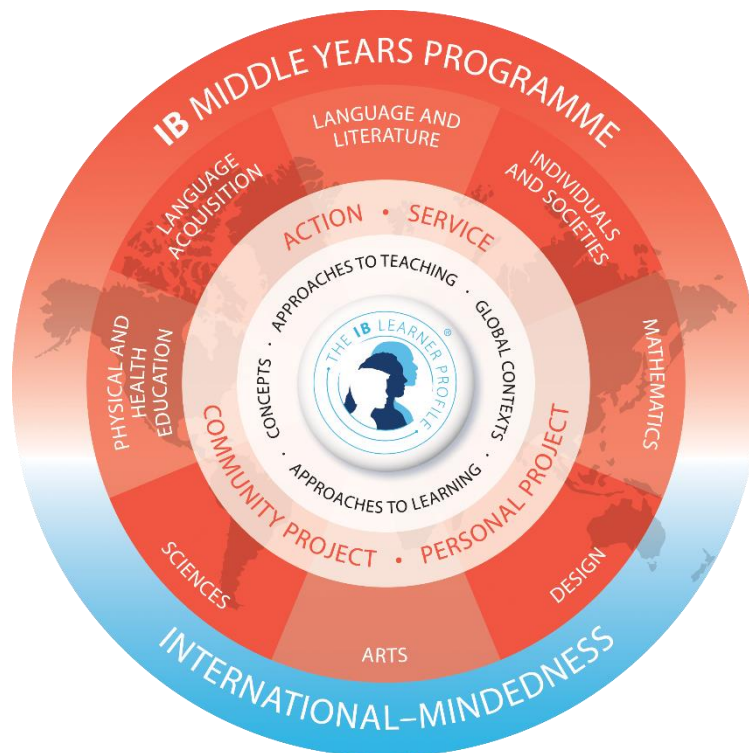
DUBAI INTERNATIONAL ACADEMY

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Middle Years Programme (MYP)

A Guide for Students and Parents

2023-2024



This handbook introduces the curriculum for Years 7 to 11 in the Middle Years Programme (MYP) at Dubai International Academy

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Our Mission, Values, and Philosophy

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world.

Our Core Values

- Achievement
- Collaboration
- Integrity
- Respect
- Responsibility

Our Philosophy

- To be recognised by the success of our students in achieving their personal goals.
- To make student development the centre of all school decisions.
- To aspire to the highest internationally recognised performance standards.
- To celebrate our diversity of cultures, backgrounds and perspectives.
- To build and celebrate a culture based on internationalism
- To create a learning environment that will positively contribute to international and local communities.
- To implement the IB Learner Profile in an innovative way.

Our Beliefs

- We believe that a healthy mind and body, a positive attitude and behaviour help one focus and learn.
- We believe in the pursuit of excellence whilst balancing the academic, aesthetic and athletic facets of education.
- We believe that teamwork between students, teachers and parents is critical to the overall learning process.
- We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- We believe that internationalism is vital for holistic education
- We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.
- We believe that the IB Learner Profile leads to the holistic development of students.

Our Approach

- By benchmarking with the highest internationally recognised performance standards.
- By developing each student's individual potential for leadership.
- By empowering students with a global and a local perspective
- By responding sensitively to the full range of students' educational needs.
- By using technology to enhance learning.
- By utilising the IB curriculum and reinforcing the core of the programme models for our curriculum.

For further information or clarification regarding any information found in this guide:

Years 7 – 9: Contact Susan McMechan (Assistant Head 7-9), susanm@diadubai.com

Years 10 – 11: Contact Ruba Jeshi (IBMYP Coordinator), rubaj@diadubai.com

What is the Middle Years Programme?

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.

The MYP aims to develop students who are:

- Active learners
- Internationally minded
- Able to empathize with others
- Have the intellect and skills to pursue lives of purpose and meaning

As part of the IB continuum, the MYP is designed to help students develop the characteristics of the **IB learner profile**.

The IB learner profile is designed to support students to:

- Develop their potential
- Explore their own learning preferences
- Take appropriate risks
- Reflect on, and develop, a strong sense of personal identity

At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet and help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They consider their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Global Contexts

These focus on explorations of our common humanity and shared guardianship of the planet, reflecting on local, national and global communities, as well as real-life. For each MYP unit, teachers identify one global context that establishes a focus for meaningful teaching and learning. Over the course of their study, students encounter all six global contexts.

These are; Orientation in Time and Space, Personal and Cultural Expression, Fairness and Development, Scientific and Technical Innovation, Globalisation and sustainability and finally Identities and Relationships

Concepts

The MYP identifies 16 key concepts to be explored across the curriculum. Related concepts and their definitions are specific to each MYP subject and teachers use these to develop MYP units. More information regarding these can be found within each subject-specific guide.

Approaches to Learning (ATL)

In the MYP, teachers identify ATL skills—general as well as subject-specific—that students will need to develop, through their engagement with the unit’s learning experiences (including formative assessments), to meet the unit’s objectives.

Assessments involving ATL skills often require students to use information from different sources critically and to make appropriate use of technology.

MYP Projects

MYP projects are student-centred and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile and provide students with an essential opportunity to demonstrate ATL skills.

Community Project – *Obligatory for Year 9 students* (for further details please refer to the DIA Community Project Handbook and you may also contact our Community Project & Service-learning Coordinator, Faryal Arsalan, faryala@diadubai.com).

Personal Project – *Obligatory for Year 11 students* (for further details please refer to the DIA Personal Project Handbook and you may also contact the Personal Project Coordinator, Zeinab Koaik, Zeinabk@diadubai.com).

Service as Action

Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the programme’s educational philosophy and as a practical outcome of students’ learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

In the IB continuum, this continues with the service component of the Diploma Programme’s community, action, service (CAS) requirements and also in the Career-related Programme’s service learning requirements. In each of these programmes, students continue to increase their awareness of their own strengths and areas for growth, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with locally and globally significant challenges and consider the ethical implications of their actions.

In the MYP, students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. This offers opportunities to apply concepts, both skills and knowledge, as students explore the community in its complexity, gain personal insight, develop existing and new skills, and grow in confidence and responsibility as they become “actors” in the “real world” beyond school. Students meet curriculum objectives through principled action through service with others; providing students with ideas and opportunities through which they might choose to take or organize action themselves through service with others; using global contexts that invite students to initiate their own inquiry into local expressions of global challenges (International Baccalaureate, 2014).

In the MYP, ***students are expected to complete two Service as Action projects each academic year.*** These projects can be developed in a multitude of ways, and both subject teachers and homeroom teachers will support students in the completion of projects.

For more information about Service as Action in the MYP, please contact:

IBMYP Coordinator, Ruba Jeshi rubaj@diadubai.com

Community Project & Service-learning Coordinator, Faryal Arsalan, faryala@diadubai.com).

Interdisciplinary Learning in the IBMYP

In the MYP, interdisciplinary learning is generally defined as the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding.

MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the programme. All MYP teachers are responsible for fostering interdisciplinary understanding.

Interdisciplinary learning can take place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues, and encourages deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

Interdisciplinary learning seeks to yield interdisciplinary understanding. Students demonstrate interdisciplinary understanding of a particular topic when they can bring together concepts, methods or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through single disciplinary means.

For more information about Interdisciplinary in the MYP, please contact:

IBMYP Coordinator, Ruba Jeshi rubaj@diadubai.com

Assessment in the IBMYP

Introduction to Assessment

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process.

Purpose of Assessment

- To provide information about how students learn and to determine what knowledge and skills they have acquired and understood.
- To diagnose learning problems and student needs.
- To ascertain that learning outcome is in alignment with curriculum objectives and goals.
- To act as a feedback mechanism for curriculum development.

Principles of Assessment

1. Assessment should allow students to:

- Have criteria that are known and understood in advance.
- Analyse their learning and understand what needs to be improved.
- Synthesize and apply their learning in addition to recalling facts.
- Highlight their strengths and demonstrate mastery.
- Learn in ways that the teacher did not foresee.
- Be reflective and partake in self and/or peer evaluation.
- Express different points of view and interpretations.
- Be encouraged to be responsible for their learning.
- Experience successful learning.
- Perform at a higher level when challenged.

2. Assessment should allow teachers to:

- Have criteria that are known and understood in advance.
- Analyse their teaching and identify areas that need to be altered.
- Highlight student ability and be able to differentiate teaching.
- Offer feedback to parents on their child's performance.

Conducting MYP Assessments

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome. The MYP requires teachers to organize **continuous assessment** over the course of the program, according to specified criteria that correspond to the objectives of each subject group.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the programme.

The MYP offers a **criterion-related model of assessment**. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group.

How does MYP assessment work?

- The IB gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon their meeting the criteria for that level.
- There are no formal externally set or externally marked examinations.
- In order to maintain world-wide standards DIA participates in external moderation of assessment in order to validate internal student assessment.
- Staff training and internal standardization ensures staff applies the criteria correctly.
- DIA also assesses individual student approaches to learning in a subject which is reflected in the school report.
- Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

Continuous Assessment

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- In the students' and parents' understanding of the objectives and assessment criteria
- In the students' preparation for final assessment
- In the development of the curriculum according to the principles of the programme.

Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

In keeping with the ethos of our Approaches to Learning (ATL) skills, we also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer and self-assessment (International Baccalaureate, 2015).

MYP Assessment Criteria

All subjects are assessed using four criteria:

Criterion A	Maximum 8
Criterion B	Maximum 8
Criterion C	Maximum 8
Criterion D	Maximum 8

The IB gives objectives and assessment criteria for each subject area. Student achievement levels are then based upon their meeting the criteria for that level. In order to maintain world-wide standards, DIA participates in external moderation of assessment so as to validate internal student assessment. This quality control combined with staff training and internal standardization ensuring the correct application of the criteria.

The final achievement level is on a 1-7 scale. This is determined using grade boundaries that correspond to the addition of criterion scores from 1 – 32. All subjects have the same generic level descriptors, as defined below:

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.

Criterion Based Assessment

Assessment in the MYP is based on observations of what a student *can do* and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development, and is designed to help them determine what the next steps on their path to learning should be.

At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. Teachers will maintain a record of individual student attainment on a regular basis, and we hope that the students will too. At the end of semester 2 and 3 teachers will report the attainment reached in all subject criteria at that time to parents, in the form of narrative reports. Students and parents can discuss any weaknesses and strengths with each subject teacher and determine possible learning strategies that will enable personal growth in the immediate and long-term future.

Assessment is therefore *formative* and *summative*. *Formative assessment* is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks. *Summative assessment* is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set to judge students' achievement in relation to the objectives of the course.

The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

At the end of the five years of the MYP, each student receives internal final marks and grades. Results from external assessments will be released by the IBO in August (more information regarding external assessments is provided in a section below).

The “Best-Fit” Approach

The “best-fit” approach relies on teachers using criterion-related assessment practices effectively. When assessing a student's work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band. If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Value of 0 (zero) in any of the MYP Criteria

- If a student has not submitted his/her assignment for assessment after being duly reminded by email to both student and parent, that student can be marked as a 0 for the particular criterion being assessed. This policy is strictly enforced and ensures that students learn to be accountable for timely submission of assessment material. Teacher discretion can be applied for medical or extenuating circumstances.
- If a student has submitted work that is careless or of poor quality, he/she can be marked a 0 for the particular criterion being assessed. This will be done at the discretion of the teacher and subject Head of Department.

Additional Notes Regarding MYP Grades:

- The IB does not allow for averages or percentages for achieving the final criterion mark.
- Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ between units of work, the teacher must decide which level best represents the student's final standard of achievement (linked to the principle of "best-fit").
- The final MYP mark is calculated by adding the criteria marks and then using the IBO's published MYP grade boundaries, as outlined in a section above.
- The MYP grade boundaries are the same for every MYP subject with the exception of the grade boundaries for the external onscreen examinations (please see information regarding external assessment below).

MYP Reporting Cycle in DIA EH

Parents will receive reports four times over the course of the academic year. These reports will alternate between a Current Attainment (CA) report and a Full Report (FR) with written commentary. Report cycles will be communicated in more detail through the year, but an estimated timescale is indicated below:

Report Type:	Estimated Issue Date:
Current Attainment 1 (CA1)	Issued at the end of October.
Mid-Year Report (MR)	Issued in the middle of January for Years 7 to 10. Issued in the middle of January for Year 11 following mock eAssessments.
Current Attainment 2 (CA2)	Issued in the middle of March for Years 7-9. Issued in the middle of April for Years 10 & 11. <i>This is the final internal report for Year 11.</i>
Final Report (FR)	Issued in the final week of school each year for Years 7 – 10.

Explanatory Notes

- The Current Attainment (CA1) is the visible level of attainment currently being shown by the student in the classroom. A single test result will not be the only basis for determining the CA. Teachers use their professional judgement, considering prior attainment in assessments, along with student potential and their attitude towards learning, to determine what level the students are currently attaining at.
- It is commonly the case that raw attainment data from assessments conducted in lessons can artificially mask student underachievement (or even overachievement). When analysing raw data to identify students for intervention, it might then be the case that students who are 'at risk' of underachieving are not always identified based on summative assessment results alone. By empowering teachers to exercise their professional judgement and indicate the Current Attainment Level for the students they teach, we should be able to more accurately identify the students at risk of underachieving. Early intervention can subsequently take place to ensure students make the required progress in their learning, and attain in line with (if not above) their potential.
- The Target Grade provided in reports is based on the CAT4 indicators, however, this may include additional challenge where teachers have evidence that an even greater level of achievement might be reached by the student.
- At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. Teachers will maintain a record of individual student attainment on a regular basis, and we hope that the students will too. In the MR and FR reports, teachers will report the attainment reached in all subject criteria at that time to parents in the form of narrative reports. Students and parents can discuss any weaknesses and strengths with each subject teacher and determine possible learning strategies that will enable personal growth in the immediate and long-term future.

- There are also parent teacher conferences (PTCs) to allow parents and students to formally meet with teachers. These are held on a regular basis throughout the year and appear on the school calendar. Parents and students may also request interviews at any time of the year, making appointments directly with the teacher by email.
- The Middle Year Programme report is meant to give an indication of the level of application of *Approaches to Learning* (ATL) skills. These skills are fundamental to the Middle Years Programme. Each of the skills highlights an area that contributes to successful learning outcomes. The table below indicates the meaning of the letters used within the ATL skills section of the report:

Level	Descriptor
AE	Above Expectations
ME	Meeting Expectations
BE	Below Expectations

- The students also receive subject criterion marks and an MYP grade 1-7 for all their subjects. The nature of assessment in the MYP provides teachers with the opportunity to carry out assessment in a variety of ways. It is essential that students are given adequate opportunities to show clearly what they can achieve in relation to the objectives of each subject.
- Teachers must ensure that they assess their students' performance fairly, fully and appropriately. To achieve this, a variety of assessment tools are used for assessment. This enables a holistic understanding of what the student 'can do'. Among the different possibilities for internal assessment tasks are:
 - project work
 - class tests of a variety of types
 - coursework
 - group assignments
 - oral work
 - essays
 - practical work
 - demonstrations and reports
 - examinations
- At certain times in the year, teachers will also provide written comments on the student's achievement level and how they can improve.

MYP External Assessment in Year 11

The IB introduced a new MYP assessment model in 2016 that includes mandatory moderation of the Personal Project and external assessments (eAssessment).

How does eAssessment Work?

Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:

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

Who must complete eAssessments at DIA-EH?

- All students enrolled in Year 11 must complete eAssessments for their chosen subjects. There are three exceptions to this policy:
 - One exception is for new students who join DIA-EH in Year 11. In consultation with the MYP Coordinator, these students will have the option to either complete IBMYP eAssessments or opt for internal assessments in selected subjects.
 - The other exception will apply at the end of Year 10 for students who achieve a grade of 3 or below in the Year 10 Final Examinations. These students will receive communication at the end of Year 10 and will be requested to attend a meeting in which we discuss the interventions and support that can be put in place at the start of Year 11. *One of these possible interventions will be to consider the student's eligibility for completing the On-Screen examinations in selected subjects and whether or not an internal, teacher-created assessment would be a more feasible option.*
 - The third exception is for students who select either Business or Economics. At the time of writing, the IB does not have On-Screen examinations for these subjects. This means that all students will complete an internal, teacher-created examination at the end of the programme.
- All students enrolled in Year 11 must complete the Personal Project regardless of their joining date at DIA-EH.

What are ePortfolio Subjects?

- The following subject groups are assessed via ePortfolio: Arts, Design, PHE, Personal Project, and Language Acquisition*
- A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is referred to as an 'exam event' and is based on a partially completed unit plan set by the IB. The Global Context and the Inquiry questions are given to students and they must then develop their portfolio of work.
- The ePortfolios will be internally assessed by the teacher, standardized by other teachers within DIA and then externally moderated by the IB.

** Language Acquisition has components of both ePortfolio and On-Screen examination. Students will have an assessed oral component similar to the ePortfolio, but will also have a summative on-screen examination (detailed below) during their May final exams.*

What are On-screen Subjects?

- The following subject groups are assessed at DIA via on-screen examinations: English A, Arabic A, Language B, Math, Sciences, History & Geography, Language Acquisition*, and the Interdisciplinary Unit.
- Business and Economics are also onscreen exam subjects, but these are not assessed externally by the IB. Assessments are created and assessed internally at DIA.
- For all subjects listed, each on-screen exam comprises of two or three tasks. One task is connected with, inspired by, or derived from a chosen Global Context. This will be the same for all types of assessment for the session.
- Students are expected to apply the skills and knowledge gained across the MYP by completing the tasks set within the specific Global Context.

MYP External Assessment – Special Considerations

Mathematics Standard and Extended On-Screen Subject Policy

MYP Mathematics is accessible to and studied by all students. We ensure that the Mathematics curriculum allows all students the opportunity to reach their full potential and achieve the final aims and objectives of MYP Mathematics. The framework for Mathematics is organized so that students in MYP 4 and 5 (Year 10 and 11) can work at two levels of challenge: Standard Mathematics and Extended Mathematics.

- Standard Mathematics aims to give all students a sound knowledge of mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP Mathematics for the final E-Assessment.
- Extended Mathematics consists of the Standard Mathematics framework supplemented by additional topics and skills for students.

At DIA-EH, all Year 10 students will start by studying the MYP Standard Mathematics course in term 1 (September - January). During this period, all students will be assessed on the four MYP criteria (A, B, C & D) which will reflect as an overall MYP grade on the Mid-term report (MR report).

Based on the MR results, students attaining a level 6 & above in the overall MYP criteria on their report will be eligible to study the Extended Mathematics course. The students will then be streamed based on their grades from the 1st of February. All students will continue with the same course in Year 11 (as their Year 10 course) as the MYP 4 and 5 is a continuous 2-year course. The only exception is that if a student is in Extended, the student can opt to move to Standard during the course period in Year 10 or beginning of Year 11. It is expected that the vast majority of students will remain either in the Standard or Extended classes throughout the rest of the two-year course.

When students reach the end of their Year 10 journey, the Mathematics team will consider their Final Report (FR) grades and determine which level of On-Screen assessment students will be registered for in Year 11. Any student who achieves a grade 5 and above in the (Final Report) FR report of Year 10 for Extended Mathematics course will register for the IB Extended Mathematics assessment. Less than a 5 will register for the IB Standard Mathematics course along with all other Standard level students.

Language Acquisition On-Screen Subject Policy

MYP Language Acquisition is accessible to and studied by all students. We ensure that the Language Acquisition curriculum allows all students the opportunity to reach their full potential and achieve the final aims and objectives. The framework for Language Acquisition is organized so that students in MYP5 (Year 11) can work at two levels of challenge: Emergent (Phase 2) and Capable (Phase 4). These levels will be determined based upon student achievement level at the end of MYP4 (Year 10) and all students will be registered in either Emergent or Capable for their On-Screen Examination. *Please see the Language Acquisition section in this guide for more information about phases and transition in Language Acquisition.*

Interdisciplinary Learning On-Screen Examination Information

The interdisciplinary learning on-screen examination will be based around the global context chosen for each session. To facilitate a deep analysis of the global context, and to provide a focus for the interdisciplinary learning on-screen examination, pre-release material will be published on the 1st April. These will comprise of multimedia stimuli and/or case studies related closely to the session's global context. The interdisciplinary examination focuses on two subject groups that will be set.

Personal Project Assessment Information

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

Students complete three elements:

1. Product or outcome—evidence of tangible or intangible results: what the student was aiming to achieve or create
2. Process journal—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports
3. Report—an account of the project and its impact, to a structure that follows the assessment criteria. The report includes a bibliography and evidence from the process journal that documents students' development and achievements.

The report is assessed by the supervisor and externally moderated by the IB to ensure a globally consistent standard of excellence. Each project is awarded a final achievement grade.

MYP External Assessment EUR and Resit Policy

The results of MYP eAssessments are issued by the IB in August each year. All eAssessment grades will appear on a student's transcript and a level 2 or below on any assessment is considered a fail by the IB. As a result of this, the school has two options to consider if assessment grades are not what is desired or expected: an Enquiry Upon Result (EUR) or to put a student forward for a resit of an examination. Both of these options carry a cost set by the IB. If the EUR is positive and the total grade goes up, then this amount will be refunded to parents as credit to their school account. More information about each option is provided below:

Enquiry Upon Result (EUR)

- The EUR is a request for an IB examiner to remark the paper.
- If a student does get a better grade in the remark, then the higher grade would replace the original result on any transcript and the student would not necessarily need to consider a resit.
- Please note that there is also the potential that the grade would go down. In this instance, the lower grade would replace the original result.
- Due to the considerations above, all EUR requests will be carefully considered by the MYP Coordinator and explicit permission is required from parents.

Examination Resit

- The resit examination is very similar to the original assessment: it will be an onscreen examination, and all four MYP criteria will be assessed. The first opportunity for resit will be in the November session and it will have a different Global Context that is linked to the examination session. This new Global Context will be shared with the student ahead of time in order to prepare.
- Please note that the student will still be promoted to Year 12, and he/she will have to study other Year 12 subjects. Preparation for eAssessment resits will be done in the student's free time and it will be the student's responsibility to prepare and revise. The school will provide an after school CCA support classes to Year 11 students, and the student is welcome to join in this CCA as a way to prepare for the November examination session.
- If a student resits the eAssessment, the highest grade for the subject will contribute to the student's transcript.
- The potential of a resit will be considered carefully by the MYP Coordinator in conjunction with the relevant Post-16 Coordinator, as it will place an additional workload on the student as they begin their new programme of study.
- Please also note that both Arabic A and Arabic B are currently not offered as a retake in the November sessions. The next opportunity to resit these examinations will be in the May session.

For more information about MYP eAssessments, please contact Ruba Jeshi (IBMYP Coordinator), rubai@diadubai.com

The MYP Subject Briefs & Requirements

Ministry of Education Subjects

Arabic A & B

From Year 7 to Year 13 it is compulsory for students who have Arabic nationalities to take Arabic A.

From Year 7 to Year 10 it is compulsory for all non-Arab nationalities to take Arabic B. Alternatively, students have the opportunity to choose Arabic as part of their chosen Language Acquisition study and this study continues in Year 11. *Information regarding this pathway of Arabic study is detailed in the Language Acquisition section below.*

Islamic A & B

Islamic B is Islamic studies taught in English to the non-Arabic Muslims. It is a compulsory subject by the MOE from years 1 to 12 for all Muslim students. The subject focuses mainly upon ethical issues like obedience to parents, respect, family and domestic life, and stories of the Prophets.

Islamic A is taught for the Arab Muslims. It has the same recommendations and MOE rules as Islamic B. It deepens the understanding of the pillars of Islam and the actions that perform an ideal Muslim society from both spiritual and practical perspectives. It has reciting of AYAT (verses) from the Holy Quran which is considered to be the main Islamic guide.

Language and Literature

English A: Language and Literature

Students are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. Some of the texts they access are *Life of Pi* by Yann Martel, *Things Fall Apart* by Chinua Achebe, *Romeo and Juliet* by William Shakespeare and 'The Outsiders' by SE Hinton. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

The MYP English A course is central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action, and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Student interaction with chosen texts generates insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

Aims

- 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.

Criterion A: Analysing

- Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- Analyse the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Evaluate similarities and differences by connecting features across and within genres and texts

Criterion B: Organisation

- Employ organizational structures that serve the context and intention
- Organize opinions and ideas in a sustained, coherent and logical manner
- Use referencing and formatting tools to create a presentation style suitable to the context and intention

Criterion C: Producing text

- Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- Select relevant details and examples to develop ideas

Criterion D: Using language

- Use appropriate and varied vocabulary, sentence structures and forms of expression
- Write and speak in a register and style that serve the context and intention
- Use correct grammar, syntax and punctuation
- Spell (alphabetic languages), write (character languages) and pronounce with accuracy
- Use appropriate non-verbal communication technique

Arabic A

اللغة العربية كلغة أولى : اللغة والأدب
معايير التقييم:

المعيار A: التحليل / العلامة : 8

يكون الطلاب قادرين على:

1. تحليل المحتوى والسياق واللغة، والهيكل، وتقنية وأسلوب النص أو النصوص والعلاقة بينها
2. تحليل آثار خيارات المؤلف على الجمهور
3. تبرير الآراء والأفكار، وذلك باستخدام الأمثلة والتفسيرات والمصطلحات
4. تقييم أوجه التشابه والاختلاف من خلال ربط الميزات عبر وداخل الأنواع والنصوص.

مستوى الانجاز	مستوى	تفاصيل المستوى
0		الطالب لم يستطع التوصل إلى أي مستوى من المستويات المشروحة أدناه
2-1		1. يوفر الحد الأدنى من تحديد أو تفسير المحتوى، السياق واللغة وبنية والتقنية والأسلوب، ولا يفسر العلاقات بين النصوص 2. يوفر الحد الأدنى من تحديد وشرح آثار خيارات المؤلف على جمهور 3. نادرا ما يبرر الآراء والأفكار مع أمثلة أو تفسيرات. استخدام المصطلحات ضئيل أو معدوم 4. يفسر بعض أوجه التشابه والاختلاف في الخصائص داخل وبين الأنواع والنصوص.
4-3		1. يوفر تحليل كافي وشرح المحتوى والسياق واللغة وبنية والأسلوب والأنواع، وبعض التفسير للعلاقات بين النصوص . 2. يوفر تحليل وشرح كافي لآثار خيارات المؤلف على الجمهور. 3. يبرر الآراء والأفكار مع بعض الأمثلة والتفسيرات، رغم أن هذا قد لا تكون منسقة. يستخدم بعض المصطلحات. 4. يفسر بعض أوجه التشابه والاختلاف في الخصائص داخل وبين الأنواع والنصوص.
6-5		1. يقدم تحديد كبير وشرح المحتوى والسياق واللغة وبنية والأسلوب والنمط، ويشرح العلاقات بين النصوص . 2. يقدم تحديد وشرح كبير لآثار خيارات المؤلف على جمهور . 3. يبرر بما فيه الكفاية الآراء والأفكار مع أمثلة وتوضيحات. يستخدم المصطلحات بدقة . 4. يفسر بكفاءة أوجه التشابه والاختلاف في الخصائص داخل وبين الأنواع والنصوص .
8-7		1. يوفر بصورة مدركة تحديد وشرح المحتوى، السياق واللغة وبنية والتقنية والأسلوب، ويوضح العلاقات بين النصوص بدقة 2. يوفر بصورة مدركة تحديد وشرح آثار خيارات المؤلف على الجمهور 3. يعطي تبريرا مفصلا عن الآراء والأفكار مع مجموعة من الأمثلة، وتفسيرات وافية. يستخدم المصطلحات بشكل دقيق . 4. يقارن بصورة عالية من الكفاءة مع نقد أوجه التشابه و الاختلاف بين الأنواع و النصوص .

المعيار B: التنظيم/ العلامة : 8

يكون الطلاب قادرين على:

1. توظيف الهياكل التنظيمية التي تخدم السياق والقصد
2. تنظيم الآراء والأفكار بطريقة مستدامة ومتناسكة ومنطقية
3. استخدام المراجع وتهيئة الأدوات اللازمة لإنشاء نمط العرض المناسب للسياق والنية.

مستوى الانجاز	مستوى	تفاصيل المستوى
0		الطالب لم يستطع التوصل إلى أي مستوى من المستويات المشروحة ادناه
2-1		1. يستخدم الحد الأدنى من الهياكل التنظيمية على الرغم من أنها قد لا تخدم دائما السياق والقصد 2. ينظم الآراء والأفكار مع درجة أدنى من التماسك والمنطق 3. يستخدم الحد الأدنى من تصنيف وتنسيق أدوات لإنشاء نمط العرض التقديمي الذي قد لا يكون دائما

	مناسباً للسياق والنية.	
4-3	1. يقوم باستخدام كاف من الهياكل التنظيمية التي تخدم السياق والقصد 2. ينظم الآراء والأفكار مع درجة من التماسك والمنطق 3. يقوم باستخدام كاف للمراجع وأدوات التهيئة لإنشاء نمط عرض متناسب مع السياق والنية.	
6-5	1. يقوم باستخدام الهياكل التنظيمية المختصة التي تخدم السياق والقصد 2. ينظم الآراء والأفكار بطريقة متماسكة ومنطقية مع الأفكار مبنية على بعضها البعض 3. يقوم باستخدام كفاء وواف للمراجع وأدوات التهيئة لإنشاء عرض مناسب للسياق والنية.	
8-7	1. يقوم باستخدام الهياكل التنظيمية التي تخدم السياق ونية على نحو فعال 2. ينظم الآراء والأفكار بطريقة مستدامة ومتماسكة ومنطقية مع بناء الأفكار على بعضها البعض بطريقة متطورة على نحو فعال . 3. استخدام ممتاز للمراجع وأدوات التنسيق لخلق أسلوب عرض فعال.	

المعيار C: إنتاج النص / العلامة : 8

يكون الطلاب قادرين على:

1. إنتاج نصوص تظهر البصيرة والخيال والحساسية وتعكس بشكل حاسم وجهات النظر والأفكار الجديدة الناشئة عن المشاركة الشخصية في العملية الإبداعية .
2. جعل الخيارات الأسلوبية من حيث الأدوات اللغوية والأدبية والبصرية، مما يدل على وعي وتأثير على جمهور .
3. تحديد التفاصيل والأمثلة ذات الصلة لتطوير الأفكار.

مستوى الانجاز	تفاصيل المستوى
0	الطالب لم يستطع التوصل الى اي مستوى من المستويات المشروحة ادناه
2-1	1. ينتج نصوصا تدل على مشاركة شخصية محدود في العملية الإبداعية. يدل على درجة محدودة من البصيرة والخيال أو الحساسية و يظهر الحد الأدنى من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام الحد الأدنى من الخيارات الأسلوبية و الأدوات اللغوية والأدبية والبصرية، مما يدل على وعي محدود من التأثير على الجمهور . 3. يختار قليل من التفاصيل والأمثلة لتطوير الأفكار ذات الصلة.
4-3	1. ينتج نصوصا تدل على مشاركة شخصية كافية في العملية الإبداعية. يدل على درجة كافية من البصيرة والخيال أو الحساسية و يظهر الحد الأدنى من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام بعض الخيارات الأسلوبية و الأدوات اللغوية والأدبية والبصرية، مما يدل على وعي كاف من التأثير على الجمهور 3. يختار بعض التفاصيل والأمثلة لتطوير الأفكار ذات الصلة.
6-5	1. ينتج نصوصا تدل على مشاركة شخصية كبيرة في العملية الإبداعية. يدل على درجة كبيرة من البصيرة والخيال أو الحساسية و يظهر كما كبيرا من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام خيارات أسلوبية و أدوات لغوية وأدبية وبصرية مدروسة، مما يدل على وعي تام من التأثير على الجمهور . 3. يختار تفاصيل وأمثلة كافية لتطوير الأفكار ذات الصلة.
8-7	1. ينتج النصوص التي تظهر درجة عالية من المشاركة الشخصية مع العملية الإبداعية. يدل على درجة كبيرة من البصيرة والخيال أو الحساسية و يظهر كما كبيرا من الاستكشاف والتفكير النقدي في وجهات النظر والأفكار الجديدة . 2. استخدام خيارات أسلوبية و أدوات لغوية وأدبية وبصرية مدروسة، مما يدل على وعي تام من التأثير على الجمهور . 3. يختار تفاصيل وأمثلة بدقة عالية لتطوير الأفكار ذات الصلة.

المعيار D: استخدام اللغة

يكون الطلاب قادرين على:

1. استخدام المفردات المناسبة والمتنوعة، وهياكل الحكم وأشكال التعبير .
2. الكتابة والتحدث بشكل مسجل وأسلوب أنيق يخدم السياق والنية .
3. الاستخدام الصحيح للقواعد وبناء الجملة وعلامات الترقيم .
4. توضيح (اللغة الابدئية) والكتابة (اللغة الشخصية) والنطق بدقة .
5. استخدام تقنيات الاتصال غير اللفظية المناسبة.

مستوى الانجاز	تفاصيل المستوى
0	الطالب لم يستطع التوصل الى اي مستوى من المستويات المشروحة ادناه
2-1	<ol style="list-style-type: none"> 1. يستخدم مجموعة محدودة من المفردات وأشكال التعبير المناسبة . 2. يكتب ويتحدث في سجل غير مناسب وأسلوب لا يخدم السياق والقصد . 3. يستخدم القواعد وبناء الجملة وعلامات الترقيم بدقة محدودة؛ وهناك أخطاء غالبا ما تعيق التواصل 4. يتهجى/ يكتب ويلفظ بدقة محدودة؛ وهناك أخطاء غالبا ما تعيق التواصل . 5. هناك استخدام محدود و / أو غير مناسب لتقنيات الاتصال غير اللفظية.
4-3	<ol style="list-style-type: none"> 1. يستخدم مجموعة كافية من المفردات والهياكل وأشكال التعبير المناسبة 2. أحيانا يكتب ويتحدث بأسلوب رسمي وأنيق بحيث يخدم السياق والقصد . 3. يستخدم القواعد وبناء الجملة وعلامات الترقيم مع درجة قليلة من الدقة؛ لكن هناك أخطاء تعيق في بعض الأحيان التواصل . 4. يتهجى/ يكتب ويلفظ مع قدر قليل من الدقة؛ أخطاء تعيق في بعض الأحيان التواصل. 5. يقوم باستخدام بعض تقنيات الاتصالات غير اللفظية المناسبة.
6-5	<ol style="list-style-type: none"> 1. يستخدم مجموعة متنوعة من المفردات والهياكل وأشكال التعبير بكفاءة . 2. يكتب ويتحدث بكفاءة بأسلوب رسمي وأنيق يخدم السياق والقصد . 3. يستخدم القواعد وبناء الجملة وعلامات الترقيم مع درجة كبيرة من الدقة؛ لا توجد أخطاء تعيق التواصل الفعال . 4. يتهجى/ يكتب ويلفظ مع درجة كبيرة من الدقة؛ لا توجد أخطاء تعيق التواصل الفعال . 5. هناك استخدام كاف من تقنيات الاتصال غير اللفظية المناسبة.
8-7	<ol style="list-style-type: none"> 1. يستخدم مجموعة من المفردات والهياكل وأشكال التعبير المناسبة بشكل فعال . 2. يكتب ويتحدث بأسلوب مناسب باستمرار بطريقة تخدم السياق والقصد . 3. يستخدم النحو وبناء الجملة وعلامات الترقيم بدرجة عالية من الدقة؛ أخطاء طفيفة والتواصل فعال 4. يتهجى / يكتب ويلفظ مع درجة عالية من الدقة؛ أخطاء طفيفة والتواصل فعال . 5. استخدام فعال لتقنيات الاتصال غير اللفظية المناسبة.

MYP Language & Literature Onscreen Assessment Overview (English & Arabic A-Year 11)

The following table illustrates how a language and literature assessment will be structured.

Tasks and recommended timings	Criteria				Task totals
	A	B	C	D	
Task 1: Analysing—shorter response questions	10	-	-	-	10
Task 1: Analysing—extended comparison question	10	10	-	-	20
Task 2: Producing literary text—writing	-	-	10	10	20
Task 3: Producing non-literary text	-	10	10	10	30
Total—120 minutes	20	20	20	20	80 marks

Language Acquisition

Language B

The primary aim of language acquisition in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.

The IBO acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue.

At DIA, we offer French and Spanish Language B. Both are taught from Year 7-13 and students are expected to continue with the same language throughout the school.

Aims

- Develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range of audiences and purposes
- Enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication.
- Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning.
- Enable the student to recognize and use language as a vehicle of thought, reflection and self-expression and learning in other subjects, and as a tool for enhancing literacy.
- Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components.
- Offer insight into the cultural characteristics of the communities where the language is spoken.
- Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities.
- Foster curiosity, inquiry and a lifelong interest and enjoyment in language learning.

The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing.

In order to meet the objectives, teachers will need to concentrate on each of the macro-skills of language: listening, speaking, reading, writing, viewing and interpreting. These skills are very much interactive and interrelated; though in some instances teachers may wish to deal with them as discrete skills.

Criterion A: Listening

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to

understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, or gain new perspectives and develop empathy, based on what he or she has understood in the text. In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **Demonstrate** understanding of explicit and implicit spoken information in multimodal texts
 - What is the content of the text?
 - What details in the spoken language relate to the big ideas and explicit features of the multimodal text?
- **Demonstrate** understanding of conventions
 - What language conventions can be heard? For example, form of address, greetings.
 - What behavioural conventions can be seen? For example, dress code, gestures—shaking hands or bowing.
- **Demonstrate** understanding of relationships between the various components of the multimodal text
 - What are the relationships between the various components of the multimodal text?
 - Do they share the same context?
 - Does the text link to the student's personal world?

Criterion B: Reading

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text. In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **Demonstrate** understanding of explicit and implicit written information in multimodal texts
 - What is the text type?
 - What is the content?
 - What details in the written language relate to the big ideas and explicit features of the multimodal text?
- **Demonstrate** understanding of conventions
 - What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.
 - What is the communicative purpose of the text?
 - Who is the intended audience?
 - What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.

- **Demonstrate** understanding of relationships between the various components of the multimodal text
 - Do they share the same context?
 - Does the text link to the student's personal world?

Criterion C: Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary. In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **Use** spoken language to communicate and interact with others
 - What is the role of the student/speaker?
 - What is the context?
 - Who is the audience?
 - What is the purpose of the interaction?
 - What is the message?
- **Demonstrate** accuracy and fluency in speaking
 - How accurately is the language used?
 - To what extent is the language conversation intelligible?
- **Communicate** clearly and effectively
 - How well does the student communicate information?
 - How accurately and fluently are the relevant information and ideas communicated?

Criterion D: Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness. In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **Use** written language to communicate with others
 - What is the role of the student/writer?
 - Who is the audience?
 - What is the purpose of the written text?
 - What is the message?

- **Demonstrate** accurate use of language conventions
 - How accurately is the language used?
 - To what extent is the language comprehensible?
- **Organize** information in writing
 - Does the student use an appropriate format?
 - To what extent are the cohesive devices used in the organization of the text?
- **Communicate** information with a sense of audience and purpose.
 - How are the relevant information and ideas communicated?
 - How well does the student communicate such that the text makes sense to the reader?

Language B Assessment Policy

Language B students are assessed at the end of each unit of study for French and Spanish and at mid-unit for Spanish. Students will be assessed in Speaking, Reading Comprehension, Visual Interpretation and Writing. Students in the same section (i.e. French 8 – Phase 2) all do the same end of unit assessments. Assessments for each unit are available in the relevant folders on the Common folder. Final MYP grades must consider the results of at least two end of unit assessments for each Criteria.

Subject assessment in Language Acquisition is by way of end of unit assessments in comprehending and interpreting visual texts, comprehending written and visual texts, communicating in response to spoken, written and visual texts, using language in spoken and written form. Although written pieces done at home may be assessed against the MYP criteria, they will not contribute to the MYP grade.

MYP Language Acquisition eAssessment Overview (Year 10 & Year 11)

The following table illustrates how a language acquisition assessment will be structured.

On-screen examination Tasks and recommended timings	Criteria			Task totals
	A	B	D	
Task 1 (approx. 35mins)	24			24
Task 2 (approx. 35mins)		24		24
Task 3 (approx. 35mins)			24	24
Total (1 hour 45 mins)	24	24	24	72 marks

Individual speaking assessment Tasks and recommended timings	Criteria	Task total
	C	
Speaking examination	24	24 marks
Total (15–17mins, including prep time)	24	24 marks

On-screen Examination Details

The on-screen examination will contain three tasks as described below:

Task 1

This task assesses students' comprehension of an audio-visual text in the target language. It is made up of a series of short response questions and assesses all strands of criterion A: Listening. All responses for all

levels must be in the target language. A mark scheme specific to the examination will be used to assess task 1.

Task 2

This task assesses students' comprehension of a written-visual text in the target language. It is made up of a series of short response questions and assesses all strands of criterion B: Reading. All responses for all levels must be in the target language. A mark scheme specific to the examination will be used to assess task 2.

Task 3

This task assesses students' ability to produce written text to communicate messages and/or information in the target language. It is made up of two written prompts linked to the prescribed global context for the session. The students choose one task to complete. The task is assessed using the external marking criteria.

Student Support

- French Support Club. This is run once a week and is primarily for students in Years 8 and 9 who have just started studying French and need to catch up on the basics. This club is mandatory for all beginners in Years 8 and 9. Students who are struggling will also be invited to attend.
- Spanish Support Club. This is run once a week and is primarily for students in Years 8 and 9 who have just started studying Spanish and need to catch up on the basics. This club is mandatory for all beginners in Years 8 and 9.
- Peer Mentoring – French and Spanish. This is run by a group of DP students and is aimed at students in MYP who want to improve their grades and understanding. Students work in small groups based on their ability and are able to revise and work on areas that they find difficult.

Language Acquisition Transition Policy

YEAR 7 ENTRY POLICY

Year 7 students can take a language of their choice (French or Spanish) regardless of their language experience in Primary school. This choice should be communicated to the Primary School Office at the end of Year 6. The only exception to this is native speaking students who are fluent in a given language cannot take that language as their Language B option as per IB requirements.

Please note that the Language Acquisition Department at DIA strongly advises students to continue with their chosen language B option in Primary up to Year 11, which will allow them to register for intermediate/advanced courses of that language (Year 11 Phase 4 in MYP and Language B SL&HL in the Diploma Programme) These courses entail a deeper knowledge of the target language and culture and present numerous academic and social benefits such as:

- Improvement of communication skills in the first language: students will delve into advanced linguistic aspects transferable to any language, such as text format conventions, creative writing techniques or literary analysis.
- Improvement of performance in other academic areas: intermediate and advanced language courses require the use of higher cognitive skills, which has a positive impact on standardised exam results in areas other than languages.

- University applications: many universities in the world require or highly value language courses taken at an intermediate and advance level in high school, especially in the Unites States where Spanish is widely spoken.
- Increase of networking skills: intermediate and advanced courses include more opportunities to reflect on cultural diversity, identities and other global topics which will benefit students' social and intercultural skills.

YEAR 7-9 PLACEMENT POLICY (NEW STUDENTS)

New students in Year 7 and 8 will be placed in a Phase 1 class of the language of their choice. The only exception to this is native speaking students who are fluent in a given language cannot take that language as their Language B option as per IB requirements. New students in Year 9 will be placed in a Phase 1-2 or Phase 2 class of the language of their choice based on their experience and abilities.

YEAR 9 INTO YEAR 10 TRANSITION

Students who studied a given language from year 7 to year 9 will continue with that language (Phase 3) in Year 10. New students in Year 10 will be placed in a Phase 1-2 or Phase 3 class depending on their level. A diagnostic assessment takes place in September. If their level is lower than Phase 2, they will be placed in a Phase 1-2 class (beginners).

YEAR 10 INTO YEAR 11 TRANSITION

Phase 1-2 students:

Students who studied the beginners course in Year 10 will be automatically placed in a Year 11 Phase 2 class.

Phase 3 students:

Between June of Year 10 and September of Year 11, students make their final level selection for the MYP e-assessments. Students who have achieved an MYP grade 6 or higher in the final report are automatically placed in a Phase 4 class. Students who have achieved an MYP grade 5 or below have 2 options:

- a. They agree to move down to a Year 11 Phase 2 class.
- b. They take a level test in September of Year 11. If they demonstrate a Phase 3 level, they will be placed in a Year 11 Phase 4 class.

*New students in Year 11 will be placed in a Phase 2 or Phase 4 depending on their level. A diagnostic assessment takes place in September. If they demonstrate a Phase 3 level, they will be placed in a Year 11 Phase 4 class.

YEAR 11 INTO POST-16 TRANSITION

Students with 2 or more years of a given language will not be allowed to take Ab Initio of the same language.

Below is an example timeline using students in year 9 of 2022-2023:

Year 7 – 11	Year 12 – 13	Possibility
French	French Ab Initio	No
French (P2)	Spanish Ab Initio	Yes
French (P2)	French SL	Yes (with grade 7)
French (P4)	Spanish Ab Initio	Yes
French (P4)	French SL	Yes (with grade 5)
French (P4)	French HL	Yes (with grade 6)
Spanish	Spanish Ab Initio	No
Spanish (P2)	Spanish SL	Yes (with grade 7)
Spanish (P2)	French Ab Initio	Yes
Spanish (P4)	French Ab Initio	Yes
Spanish (P4)	Spanish SL	Yes (with grade 5)
Spanish (P4)	Spanish HL	Yes (with grade 6)
Arabic B	Spanish Ab Initio	Yes (if not studied at MYP)
Arabic B	French Ab Initio	Yes (if not studied in MYP)

NOTES:

1. If a student does not meet the requirements to take Ab Initio of the same language they studied in Year 11 phase 2, they need to choose a different language in DP (Ab Initio or Self-taught).
2. Only in a case by case basis, students registered for a phase 2 who obtain a final MYP grade of a 7 would be considered as potential candidates for Spanish B/French B SL as the knowledge gap could possibly be filled but a further discussion with the Subject Leader and relevant programme coordinator would have to be held to set certain commitment requirements.
3. Year 11 Phase 4 students who successfully complete their Phase 4 MYP assessment can continue with the language they studied in Year 11 in DP Standard Level or High Level based on DP entry requirements. Final decisions for the student's suitability for the SL or HL level course will be determined by the recommendation of the teacher/HOD.

DELE & DELF Programme

At DIA we have recently introduced two external Language Acquisition assessments options for students in Spanish & French to align their language level with the internationally recognized DELE & DELF exams.

DELE Exams (*DIPLOMA DE ESPAÑOL COMO LENGUA EXTRANJERA*)

DELE Spanish Diplomas are official titles certifying degree of competence and mastery of the Spanish language, granted by Spain's Ministry of Education, Culture and Sport. The *Instituto Cervantes* organizes examination sessions, while the *Universidad de Salamanca* in Spain designs the exams and is in charge of corrections and the final evaluation of all exams. The DELE diploma would be the equivalent to the Cambridge exams for English.

DELE Spanish Diplomas are divided into six levels:

- Spanish Diploma Level A1 (Breakthrough)
- Spanish Diploma Level A2 (Waystage)
- Spanish Diploma Level B1 (Threshold)
- Spanish Diploma Level B2 (Vantage)
- Spanish Diploma Level C1 (Effective Operational Proficiency)
- Spanish Diploma Level C2 (Mastery)

DELE Exam for Young Learners

The Instituto Cervantes offers two different DELE exams specifically for young learners: the A1 exam and the A2/B1 exam. These exams:

- Are geared towards students of Spanish between 11 and 17 years old (candidates aged 18 and above must register for the general exams).
- Have been adapted to the specific environment, context, and situations of candidates in this age group.
- Consist, as in the adult exams, of four tests: reading comprehension, oral comprehension, written expression and interaction, and oral expression and interaction.
- Are, as with all DELE certificates, official certificates in Spanish, granted by the Instituto Cervantes on behalf of Spain's Ministry of Education, Culture and Sport.
- Enjoy international recognition and, once obtained, are valid indefinitely.

Cost

There is an additional cost for the 2024 DELE exam and this cost will vary based on your Spanish level and the assessment you decide to take. Please contact the DELE Coordinator below for more information.

Benefits of DELE

The DELE is a prestigious qualification, proving the ability of the holder to have excellent Spanish communications skills. They are internationally recognised, so they are invaluable for professional documentation across the Spanish speaking world. The diploma is particularly highly regarded in the business and commercial sphere. As

such, the DELE is an advantageous addition to any CV, enabling you to develop career prospects in Spanish speaking countries.

The DELE is recognised among private and public bodies, and can also be used to evidence skills in Spanish needed to access educational institutions, including schools and universities. In some cases, the DELE is used to complement existing testing and evaluation systems.

DELE diplomas are valid permanently. Once you have attained one, the certificate never expires, regardless of which country you are in – it's a constant asset, in terms of job hunting and much more, for life.

It is particularly beneficial to those aiming to take up work in Spanish speaking countries, or for those seeking promotion or improved career prospects in those countries.

For more information on the DELE programme, please contact Ms. Blanca Gonzalez, our Innoventures DELE Coordinator, blancaq@diadubai.com or visit one of the websites listed below:

<https://www.dele.org/> (Unofficial website, English and other languages available)

<https://examen.es/cervantes.es/es> (official website, Spanish)

DEL F (Diplôme d'études en Langue Française)

The DELF or Diplôme d'études en langue française (which literally means Diploma in French Studies in English) is an official certification given by France's National Ministry of Education to non-native French speakers after completing a set of proficiency tests. It is valid for life and is recognized anywhere in the world.

The DELF certification is based on four different reference levels: A1, A2, B1, and B2.

A – Basic language user	A1 – Beginner	A2 – Elementary
B – Independent user	B1 – Pre intermediate	B2 – Intermediate

Beyond the B2 level, it is already certified by the DALF with two more high-proficiency levels: C1 and C2.

C – Proficient user	C1 – Proficiency	C2 – Mastery
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The different levels correspond to the proficiency level of the exam-taker, and since these exams are all independent of each other, you don't need to take all levels. You can take the level which you think suits your current proficiency (or confidence level!) The highest certificate you get will determine your level of proficiency in French.

Why should you take a DELF exam?

- The certification is officially recognized everywhere in the world!
- It is an added value of your curriculum vitae
- It opens up opportunities for you in French-speaking countries.
- It is accepted in French universities (B2 level and higher).
- It can help you in advancing your career.

For more information on the DELF programme, please contact Ms. Maya Yaghi, HOD Modern Foreign Languages (Primary & Secondary), mayay@rafflesis.com

English as a Second Language Support

The ESL programme is for students whose first language or 'mother tongue' is not English. It is offered for students in year 7- 11. ESL takes place when English A or Language B (other than Arabic B) is timetabled. The aims of the programme are to assist the student in acquiring the English skills needed to integrate fully into the social, academic and cultural life of the school. Emphasis is placed on the development of the four skills of reading, writing, speaking and listening, through a wide variety of communicative activities. Wherever possible, activities are linked to subject area content, to enable students to learn the kind of language needed to participate effectively in their mainstream classes. Instruction is given in grammar, oral and written expression, reading comprehension, vocabulary building and pronunciation. The programme is needs based. The ESL teacher assesses the student's individual needs and structures the programme accordingly. Exit from the ESL programme can only occur at the end of a school term, and after consultation with the ESL teacher and subject teachers. It is not possible to predict how long a student will need to remain in the ESL programme, as factors affecting the rate of progress are so varied.

Individuals and Societies

MYP Individuals and societies aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole. The learning and development associated with Individuals and societies contribute to students developing the qualities of the International Baccalaureate (IB) learner profile and engaging with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims, therefore, suggest how the student may be changed by the learning experience.

- Appreciate the range of human and environmental commonalities and diversities.
- Understand the interactions and interdependence of individuals, societies and environments in different contexts.
- Understand how both environmental and human systems operate and evolve over time.
- Identify and develop a concern for human and environmental well-being.
- Act upon opportunities to be a responsible global citizen.
- Develop effective inquiry skills to achieve conceptual understanding in humanities.

The objectives of the course are taught initially through the disciplines of History and Geography, with the incorporation of Business Studies and Economics in the last two years of MYP.

Criterion A: Knowing and Understanding

Knowledge and understanding are fundamental to studying humanities and forms the base from which to explore concepts and develop skills. Knowledge is both factual and conceptual and provides the foundation for thinking critically. At the end of the course, the student should be able to:

- Use a wide range of terminology in context
- Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

Criterion B: Investigating

The development of investigative skills is an integral part of the inquiry cycle. It enables students to plan and carry out research and/or fieldwork as individuals or in a group.

Students should be able to demonstrate investigative skills throughout the course to an increasing level of sophistication. The focus is placed on acquiring systematic research skills and processes associated with the craft of each individuals and societies discipline.

As part of or during this process, students might reappraise methods and/or research question(s) and make recommendations for improving the process and act on these where appropriate. This will be part of the formative assessment process and is not explicitly referred to in the objective strands below.

Activities that allow students to develop investigative skills include, but are not limited to: research essays, fieldwork investigations, web quests, problem-solving tasks, role plays and group investigations. At the end of the course, the student should be able to:

- Formulate a clear and focused research question and justify its relevance
- Formulate and follow an action plan to investigate a research question use methods accurately to collect and record appropriate, varied and relevant information
- Evaluate the process and results of the investigation

Criterion C: Communicating

Students should be able to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint presentations, podcasts, animations and videos. Students should be able to demonstrate communication throughout the humanities course to an increasing level of sophistication.

At the end of the course, the student should be able to:

- Communicate information and ideas effectively using an appropriate style for the audience and purpose
- Structure information and ideas in a way that is appropriate to the specified format
- Document sources of information using a recognized convention

Criterion D: Thinking Critically

The ability to think critically is vital in developing a deeper understanding of the subject and its concepts. The objective strands highlighted in “Thinking critically” build on the knowledge-base of the humanities disciplines and are an integral part of the inquiry cycle. Students should be able to demonstrate these objective strands throughout the course to an increasing level of sophistication. At the end of the course, the student should be able to:

- Discuss concepts, events, models, visual representation and theories
- Analyse and evaluate a range of sources in terms of origin and purpose
- Recognise values and limitations interpret different perspectives and their implications
- Synthesize information in order to make valid, well-supported arguments

MYP Individuals & Societies eAssessment Overview (Year 11)

The following table illustrates how on-screen examinations in individuals and societies are structured.

Task	Marks	Main criteria assessed	Criterion marks
Investigating	26	A	6
		B	20
Communicating	18	A	6
		C	12
Thinking critically	36	A	8
		C	8
		D	20
Total	80		

Sciences

Inquiry is at the heart of our Science programme at DIA. Students learn through the discipline of Science and the Scientific method to analyse, evaluate and develop into critical thinkers. Students are able to increase their learning through independent investigations and experimentation. Through the learning of Science, students are able to develop an understanding of scientific language; they can use this language to demonstrate their knowledge and understanding of Science. Science and technology have become an integral part of our daily lives and it is advances in these fields that change our world. Students are encouraged to relate their scientific knowledge to everyday life and to observe both the relevance of science within in our world and to provide them with the knowledge and skills to make informed decisions.

Aims

The aims of the teaching and study of Science are to encourage and enable students to:

- Acquire scientific understanding and become curious towards science and its methods of inquiry.
- Develop the process of the scientific method, to design, carry out and evaluate scientific investigations.
- Develop inquiring minds that ask questions, think critically and can solve problems.
- Evaluate scientific information by making informed decisions bases on scientific knowledge.

- Appreciate an awareness of the ethical, moral social and environmental implications of science in our world.
- Imbed the tenants of the Learner Profile within each lesson, with an emphasis on applicable ToK and CAS concepts.
- Create more experiences and opportunities in the classroom that allow students to be genuine inquirers.
- Create more opportunities to discuss the ethical issues that arise in the subject(s) we teach.
- Model empathy, compassion and respect for others in our classrooms and around the school?

Criterion A: Knowing and Understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments. Assessment of this objective must be done using tests or exams. To reach the highest level, students must make scientifically supported judgments about the validity and/or quality of the information presented to them. Assessment tasks could include questions dealing with “scientific claims” presented in media articles, or the results and conclusions from experiments carried out by others or any question that challenges students to analyse and examine the information and allow them to outline arguments about its validity and/or quality using their knowledge and understanding of science. In order to reach the aims of sciences, students should be able to:

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyse and evaluate information to make scientifically supported judgments.

Criterion B: Inquiring and Designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry. When students design a scientific investigation, they should develop a method that will allow them to collect sufficient data so that the problem or question can be answered. To enable students to design scientific investigations independently, teachers must provide an open-ended problem to investigate. An open-ended problem is one that has several independent variables appropriate for the investigation and has sufficient scope to identify both independent and controlled variables. In order to achieve the highest level for the strand in which students are asked to design a logical, complete and safe method, the student would include only the relevant information, correctly sequenced.

In order to reach the aims of sciences, students should be able to:

- Explain a problem or question to be tested by a scientific investigation
- Formulate a testable hypothesis and explain it using scientific reasoning
- Explain how to manipulate the variables, and explain how data will be collected
- Design scientific investigations

Criterion C: Processing and Evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.

In order to reach the aims of sciences, students should be able to:

- Present collected and transformed data
- Interpret data and explain results using scientific reasoning
- Evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- Evaluate the validity of the method
- Explain improvements or extensions to the method

Criterion D: Reflecting on the Impacts of Science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science. Students must reflect on the implications of using science, interacting with one of the following factors: moral, ethical, social, economic, political, cultural or environmental, as appropriate to the task. The student's chosen factor may be interrelated with other factors.

In order to reach the aims of sciences, students should be able to:

- Explain the ways in which science is applied and used to address a specific problem or issue
- Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- Apply scientific language effectively
- Document the work of others and sources of information used.

MYP Sciences eAssessment Overview (Year 11)

The following table illustrates how on-screen examinations in the sciences assessment are structured.

Task	Marks	Main criteria assessed	Criterion marks
Knowing and understanding	25	A	25
Investigation skills	50	B	25
		C	25
Applying science	25	D	25
	100		

Mathematics

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. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Mathematics provides the foundation for the study of sciences, engineering and technology. However, it is also evident in the arts and is increasingly important in economics, the social sciences and the structure of language. Students in the MYP are encouraged to use ICT tools to represent information, to explore and model situations, and to find solutions to various problems. These are skills that are useful in a wide range of arenas. 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.

Aims

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

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and 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
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate 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.

Criterion A: Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (numerical and abstract reasoning, thinking with models, spatial reasoning, and reasoning with data). In order to reach the aims of mathematics, students should be able to:

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts.

Criterion B: Investigating patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning. A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2) and a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

In order to reach the aims of mathematics, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as general rules consistent with findings
- prove, or verify and justify, general rules.

Criterion C: Communicating

Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

In order to reach the aims of mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- move between different forms of mathematical representation
- communicate complete, coherent and concise mathematical lines of reasoning
- organize information using a logical structure.

Criterion D: Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

In order to reach the aims of mathematics, students should be able to:

- identify relevant elements of authentic real-life situations
- select appropriate mathematical strategies when solving authentic real-life situations
- apply the selected mathematical strategies successfully to reach a solution
- justify the degree of accuracy of a solution
- justify whether a solution makes sense in the context of the authentic real-life situation.

MYP Math eAssessment Overview (Year 11)

The following table illustrates how on-screen examinations in mathematics assessment are structured.

Task	Marks	Main criteria assessed	Criterion marks
Knowing and understanding	31–35*	A	25
		C	6–10*
Applying mathematics in real-life contexts	31–35*	D	25
		C	6–10*
Investigating patterns	31–35	B	25
		C	6–10
	100		

*Note that criterion C is assessed equally across all tasks to mark a total of 25 marks.

The Arts: Visual Art, Theatre, Music, Media arts

Aims

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

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

Objectives

The objectives of any MYP subject group state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP arts encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge, and provide explicit focus on the four areas that lie at the heart of an arts education.

Criterion A: Investigating

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement(s) or genre.

Criterion B: Developing

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

Criterion C: creating/performing

- create or perform an artwork.

Criterion D: Evaluating

- appraise their own artwork or performance
- reflect on their development as an artist.

Design

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems.

The holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

Technology aims to provide the means and the context to help students become skilful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real life challenges. We offer two courses in Design: Digital Design and Product Design.

The Design course intends to:

- Challenge all students to apply practical and creative thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Aims

- Develop an appreciation of the significance of technology for life, society and the environment.
- Use knowledge, skills and techniques to create products/solutions of appropriate quality.

- Develop problem solving, critical and creative thinking skills through the application of the design cycle.
- Develop respect for others' viewpoints and appreciate alternative solutions to problems ☑ Use and apply information and communication technology (ICT) effectively as a means to access, process and communicate information, and to solve problems.

Objectives

The objectives of MYP design encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. The Technology design cycle consists of four major stages and these relate to the objectives of the course through the Secondary school.

In MYP Design, we offer Digital Design where we concentrate on digital skills and Product Design where we teach students to work with tools and material.

Criterion A: Inquiring and Analysing

Students are presented with a design situation; from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. In order to reach the aims of design, students should be able to:

- Explain and justify the need for a solution to a problem for a specified client/target audience
- Identify and prioritize the primary and secondary research needed to develop a solution to the problem
- Analyse a range of existing products that inspire a solution to the problem
- Develop a detailed design brief which summarizes the analysis of relevant research

Criterion B: Developing ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

- Develop a design specification which clearly states the success criteria for the design of a solution
- Develop a range of feasible design ideas which can be correctly interpreted by others
- Present the final chosen design and justify its selection
- Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

Criterion C: Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. In order to reach the aims of design, students should be able to:

- Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- Demonstrate excellent technical skills when making the solution
- Follow the plan to create the solution, which functions as intended
- Fully justify changes made to the chosen design and plan when making the solution

- Present the solution as a whole, either: a. in electronic form, or through photographs of the solution from different angles, showing details

Criterion D: Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience. In order to reach the aims of design, students should be able to:

- Design detailed and relevant testing methods, which generate data, to measure the success of the solution
- Critically evaluate the success of the solution against the design specification
- Explain how the solution could be improved
- Explain the impact of the solution on the client/target audience

Physical and Health Education

The main objective of any Physical Education Department is to allow each pupil/student the opportunity to attain, through practical activities, the maximum of his/her individual capabilities by participating in a number of challenging and worthwhile sports experiences.

With this in mind a number of specific aims are set:

- To promote Physical Education as a meaningful learning experience.
- To encourage the individual to strive and work towards their own targets in all aspects of Physical education.
- To encourage individual pupils to participate in a range of physical activities or sports.
- To encourage a greater awareness of the body and its abilities, limitations and mechanisms.
- To encourage enjoyment and self-satisfaction.
- To encourage pupils/students to participate at their own level and own pace.
- To promote sportsmanship and fair play.
- To encourage a long-lasting participation in physical activity.
- To ensure that each and every individual has the opportunity to develop their skills.
- To provide and develop information and experiences relevant to the career provisions available in physical education, recreation and leisure industries.

Aims

Aim of physical education, like general education, is to develop human personality in well planned activity programs. The development of the physical, mental, social, emotional and moral aspects as the student will be addressed. Additionally, physical education involves making an individual physical fit, mentally alert, emotionally balanced, socially well adjusted, morally true and spiritually uplifted.

Objectives of MYP PHE

The three Objectives of physical education are:

1. The objective of physical fitness - It refers to that state where an individual has developed great endurance, speed, strength etc. Physical fitness is essential to leading a happy, vigorous and abundant life.
2. The objective of social efficiency - Physical education activities provides ample opportunities to develop traits such as cooperation, respect to others, loyalty, sportsmanship, self-confidence etc. All these qualities help a person to make him a good citizen.
3. The objective of culture - This aims at developing an understanding and appreciation of one's own local environment as well as the environment which is world-wide in scope. By participation in various physical education activities such as dance, sports and games, a person fully understands the history, culture, tradition, religious practices etc. and the aesthetic values associated with these activities.

Assessment

At the end of each unit students will be assessed on their progress. Students will not only be assessed in how they perform in each sport, but rather in how they address each aspect of the subject. This includes (but is not limited to):

- How often they participate in the classes
- How they increase the level of their basic skills
- How they interact with other members in the group
- How they analyse their own performances
- How they apply the skills that they learn in class into a competitive situation
- How they prepare themselves and their resources for each class
- How they reflect on their lessons and performances

Criterion A: Knowledge and Understanding

- Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Criterion B: Planning for performance

- Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

Criterion C: Performance

- Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

Criterion D: Social skills and personal engagement

- Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

DIA Homework Policy

Learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes. In addition, it supports the development of independent learning skills, including the habits of enquiry and investigation.

Homework should be a useful and positive experience. It is to be planned as an integral part of the total curriculum and complements what is being taught in the classroom. Homework should be an extension of learning in the classroom.

The homework policy at DIA is based on the following principles:

- Homework tasks are to be structured and their purpose explained to student.
- Consistency in practices within year groups.
- Years 7-9 - Homework to be given as per a regular schedule which is communicated to students and parents at the start of each year.
- Homework should be marked in a timely manner.
- Students should receive constructive feedback in order to help them improve.

The purpose of homework is to:

- Reinforce learning through further practice and application of material;
- Enrich learning through independent study, individual research and experimentation.
- Train students in planning and organizing their time;
- Encourage self-discipline and responsibility for learning;
- Provide evidence for assessment of students' progress and mastery of work;
- Provide evidence for evaluation of teaching;
- Enable students to complete assignments;
- Preview new units of study;
- Provide parents with information and opportunities for support and home-school communication.

The type of homework set will vary, depending on the year level, the nature of the subject and the class, work being undertaken at the time. Whatever the task, homework should provide the opportunity to motivate students' interest in the subject and strengthen their confidence in their ability to learn independently. Students with special talents need to be challenged with assignments which suit their abilities, whilst the needs of the less able should be met by assignments set at an appropriate level.

DIA Academic Integrity Policy - MYP

The IB Learner Profile is embedded in DIA's daily life. DIA students are:

- Inquirers – acquire the skills necessary to conduct inquiry and research
- Knowledgeable – explore concepts, ideas and issues;
- Principled – act with integrity and honesty; take responsibility for their own action;
- Open-minded – accustomed to seeking and evaluating a range of points of view;
- Risk takers – brave and articulate in defending their beliefs.

These qualities when applied to learning and student work will establish skills and behaviour which support academic integrity.

Academic Integrity is a set of values that promotes personal integrity and good practice in teaching, learning and assessment. Whenever possible the topic should be treated in a positive way, stressing respect for the integrity of all forms of assessment.

All students are made to understand the basic meaning and significance of academic honesty with regard to authenticity and intellectual property as well as proper conduct in tests and examinations.

Teachers will make students aware that all forms of intellectual and creative expression must be respected and that unauthorized use of the same is illegal.

All assignments, written or oral, completed by a student for assessment must wholly and authentically use their own language and expression. Where sources are used they must be fully and properly acknowledged. This includes the use of AI platforms (such as ChatGPT).

Teachers are responsible for ensuring that students receive guidance on how and when to include acknowledgements.

Malpractice includes:

1. **Plagiarism:** representing ideas or words of another person as one's own;
2. **Collusion:** supporting malpractice by another student;
3. **Duplication of work:** presentation for the same work different assessment components;
4. **Any behaviour** that gains an unfair advantage for the student or disadvantages another student.

While for the most part students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Nevertheless, the final work must be produced independently even if based on the same data.

It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student. For Year 11 students, all ePortfolio and Personal Project work must be signed & declared to the IB, to be the authentic and sole work of the student. Teachers are expected to detect plagiarism and support the school's & IB policy on good academic practice.

Ultimately it is the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for revising work that is of doubtful nature.

Academic Integrity and AI

The IB believes that artificial intelligence (AI) technology will become part of our everyday lives— much like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The IB is not going to ban the use of such software but we will support our students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. There is a specific way to reference these within our agreed MLA formatting style and students will be guided on how to include this appropriately within Works Cited pages. The software must be credited in the body of the text and appropriately referenced in the Works Cited. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.

The following constitute malpractice during examinations:

- During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute academic misconduct, resulting in appropriate action by the IB.
- All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute academic misconduct, resulting in appropriate action by the IB. The impersonation of another candidate will be treated as a breach of regulations.
- If a candidate finds that he/she has accidentally taken unauthorized material into an examination (for example, a cell/mobile phone), this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of academic misconduct against the candidate.
- No candidate is permitted to borrow anything from another candidate during an examination.
- A candidate attempting either to gain or solicit information about the content of an examination within 24 hours of the examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.
- No candidate is permitted to access external content during an eAssessment which may aid them in their examination. Regardless of the degree of cheating or if the information is used or not, if there was intent to cheat then this will be dealt with by the MYP Coordinator.

Our Academic Integrity Policy Statement

At DIA we place a high value on Integrity and this extends to work submitted for assessment. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. Parents need to be made aware of the policy as it applies to the relevant year group. This policy should be signed by the parent.

Expectations are outlined as follows:

YEARS 7-9

The academically honest student **will**:

- Acknowledge help from parents, older students and friends;
- Acknowledge the source of direct quotations;
- Acknowledge information taken from books, CD-ROMs and the Internet;
- Acknowledges reference materials in a bibliography;
- Knows what constitutes cheating and abides by the rules;
- Follow all exam rules.

The academically honest student will **not**:

- Use notes during a test unless allowed by a teacher;
- Copy from another student during a test;
- Copy from the homework of another student;
- Hand in work as his/her own that has been copied;
- Do homework for another student;
- Give another student his/her own work to copy.

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

1. Use of the Library and Internet;
2. Basic note taking skills;
3. Simple paraphrasing and adaptation of source material;
4. Ways to acknowledge informally in writing and speech;
5. Relevant use of direct quotations and citations;
6. Simple ways to acknowledge information derived from electronic sources;
7. Writing a bibliography;
8. What constitutes cheating.

YEARS 10-11

The academically honest student **will**:

- Keep and maintain accurate, personal course notes;
- Understand and abides by the school's rules concerning cheating;
- Acknowledge, in a specific manner, help from another person;
- Ask beforehand what kind of external help is permissible;

- Acknowledge, in a specific manner, information taken from books, magazines, CD-ROM's and the Internet;
- Follow all exam rules.

The academically honest student will **not**:

- Copy work of another student;
- Give another student his/her work to copy;
- Do the homework of another student;
- Submit work done by another student, a parent, a friend or a private tutor;
- Use notes during a test unless allowed to by the teacher or the examination rules.

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

1. Techniques for acknowledging direct quotation with an in-text citation;
2. Skills of paraphrasing;
3. Techniques for acknowledging paraphrasing and the use of in-text citations;
4. Considering bias in reference materials;
5. Evaluation of sources, text and internet sites;
6. Techniques for using translated material;
7. Formal skills for acknowledging source material.

Consequences of Academic Dishonesty

- Work that is deemed to be academically dishonest will not be accepted; however, the student may be allowed one opportunity to resubmit at the discretion of the teacher, after receiving feedback and within the timeline for the assignment. If a zero is awarded in the case of students who are not allowed to resubmit the work, this is likely to have a seriously detrimental effect on a semester grade.
- Plagiarism or instances of academic dishonesty during an examination session and/or ePortfolio task, and/or Personal Project, and/or assignment may result in a 0 grade for that task. Depending on the circumstances students may be suspended from the school, any student who breaches our school academic policy will receive a Year Level Detention and a discussion on the reflection and lesson learned from the incident.
- A letter will be sent from the Head of Year copied to the relevant coordinator and be retained on the student's file. In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with.
- The student's name and details of the assessment will be recorded on a central whole-school spreadsheet.
- In the event of a further instance of academic malpractice, the assignment will not be awarded any level for the relevant criterion/criteria. In addition, parents will be requested to attend a meeting with the Head of Year and relevant coordinator to discuss the matter.
- If there are incidents of Academic Dishonesty in Year 11, this places the student's MYP Certificate at risk and the MYP Coordinator may have to inform the IB of any such instances.
- Subsequent instances of academic dishonesty will put at risk the student's place in the school.

Promotion Policy in MYP

All students in Years 7 – 10 will be promoted to the next year group unless they do not meet the promotion requirements by the CA2 report in April listed below:

FROM YEARS 7-9

- 1) The average of all the subjects should be at least a grade 4
- 2) The average of English, Mathematics and Science should be at least a grade 3

FROM YEAR 10

- 1) The student should achieve a total of at least 25 from their subject grades out of 49 marks/seven subjects
- 2) The average of English, Mathematics and Science should be at least a grade 3
- 3) Students should obtain a passing grade of 3 in their respective language acquisition subject

FROM YEAR 11

The student should achieve a total of at least 25 from their subject grades out of 49 marks/seven subjects at any reporting cycle, with a final decision at CA2. See section below for specific entry requirements to our Post-16 pathways.

Students of Determination / Wave 3

All students who have an individual education plan and meet their targets can progress to the next year group. The Head of Secondary and the SENDCO, in conjunction with the parents will decide if the student has not made enough progress towards their targets.

Compulsory School Attendance

Any student who is listed at the end of the academic year as having unexcused absence of 25 non-consecutive days or 20 consecutive days or 25 mixed consecutive/non-consecutive days is immediately at risk of non-promotion into the next academic year. Such a decision is taken with respect to school policies and the school's admissions contract for all students and signed by parents.

Promotion Policy Decisions

When deciding whether to promote or retain a student, the process will be led by the Head of Secondary. The Head of Secondary will consult with the following individuals and the final decision will reflect the collective judgment of the group:

- All teachers who worked with the student over the current academic year
- Head of Year
- Deputy Head Pastoral
- The parents of the student
- Other members of the Inclusion Team

The school will explore different approaches to try and support all students to graduate to the next year. Students who are not meeting the grade description will be identified at different points in the year. The school will provide intervention opportunities to help students to meet the required standards to promote to the next year group.

Promotion Policy in Year 11 to Post-16

- Initial concerns will be raised based on the Progress Report in November. At the MR checkpoint in January, a final decision will be made regarding Post-16 entry.
- Parent/Student and Teacher consultations may be held with a view to supporting the student in improving on his/her first semester results.
- If all the assessment components of a subject are not completed, no grade will be awarded – N/A.
- As per MOE requirements, all students are required to pass Arabic and Islamic Studies in order to be promoted, students who do not pass will be required to re-sit the exam before school closes for the summer.
- Attendance requirements as stipulated by the MOE will have to be met in order to be promoted to the next year level.
- The final CA2 grades will determine the student's entry to Diploma/Diploma Courses/Career-related Pathway as per the selection criteria outlined below.

Criteria for Full Diploma Programme Selection

- As a general rule, students must achieve a grade 5 in subjects they wish to take as HL options in the DP; however, some subjects require a grade of 6 (the DP Subject Options booklet will outline this).
- Students should achieve at least a level 4 in subjects they wish to take as SL options.
- Entry into Language B or Language Ab initio will be in consultation with the Languages Department. Students who do not opt for a Language A examination in year 11 will be offered Language B or a self-taught programme in their mother tongue.
- If a student wishes to take a subject that he/she has not taken in Year 11, he/she must obtain prior approval from the Diploma Coordinator.
- **Please note:** There is a separate DP Entry selection booklet which supersedes the information found in this guide. The DP information in this guide is designed to build awareness only. **Regarding DP subject selection and DP entry requirements**, please contact the DP Coordinator at Monak@diadubai.com

Criteria for Diploma Courses Selection

- Students must meet the entry requirements for at least 5 subjects at HL or SL level, including English and Math.
- Students not obtaining a grade 4 in English may only be able to take English B SL, provided that they obtain at least a level 3.

Criteria for Career-related Programme selection

- To progress to the IBCP at Dubai International Academy, students should have a minimum of level 4 in MYP Mathematics and MYP English so that university progression is ensured.
- Prior experience of a business course is preferable and an interest in pursuing a career or a degree in business is highly recommended. This will be discussed with the IBCP Coordinator.
- Students should also meet the entrance requirements of any IB Diploma courses that are chosen within the CP programme.
- As well as an academic requirement, we expect students to demonstrate an interest in Business Studies and a commitment to making a difference in our community. Students must have a good pastoral record and have shown themselves capable of meeting deadlines and committed to reaching their potential.
- **Please note:** There is a separate CP Entry selection booklet which supersedes the information found in this guide. The CP information in this guide is designed to build awareness only. **Regarding CP subject selection and CP entry requirements,** please contact the CP Coordinator at kanchid@diadunai.com

Intercultural Awareness Policy

The MYP encourages an international perspective by awakening in young people an interest in the cultures and attitudes of people with backgrounds different from their own; by making them aware of the fundamental, positive values of the common heritage of human beings; and by encouraging intercultural awareness. This is regarded as one of the most important emphases of MYP development.

At DIA we approach this from a number of angles, including:

- The Home Room Programme
- School Assembly
- Classroom Activities
- Interdisciplinary Activities
- After-School Activities Programme
- Community and Service Programme
- Special Activities such as UAE Day and the year level trips in Year 7 – 10
- Enrichment activities such as theatre visits and maths competitions

Through these, and similar activities, it is hoped that students will develop their own cultural identity as well as an understanding of their present environment, and that they will consider different perspectives, to develop an understanding of what is common as well as what is different.

Who does it involve?

All of us – students, teachers, parents, school administrators and the wider community. However, teachers are especially responsible for helping students to develop skills with which they can see the world from a range of cultural perspectives. While teachers would expect to model appropriate behaviour in a multi-cultural learning environment, we would hope that this is with the support and active encouragement of all members of the school community.

Citations

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