

Middle Years Programme Handbook

2022-2023



**Empowering students to achieve academic
excellence and be responsible citizens**



Our Guiding Statements

IB Mission

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

QAD Vision

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

QAD Mission

At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our school community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

QAD Values

At Qatar Academy Doha we are **SAFE, RESPECTFUL** and **RESPONSIBLE** learners.

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What is an International Baccalaureate (IB) education?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour, challenging students to excel in their studies and personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations. The IB offers high-quality programmes of international education that share a powerful vision. An IB education:

- ***focuses on learners*** – the IB’s student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- ***develops effective approaches to teaching and learning*** – IB Programmes help students to develop the attitudes and skills they need for both academic and personal success
- ***works within global contexts*** – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- ***explores significant content*** – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

Informed by values described in the learner profile, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.



The IB Learner Profile

Inquirer: We nurture our curiosity, developing our skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinker: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Risk-takers/Courageous: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced: We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

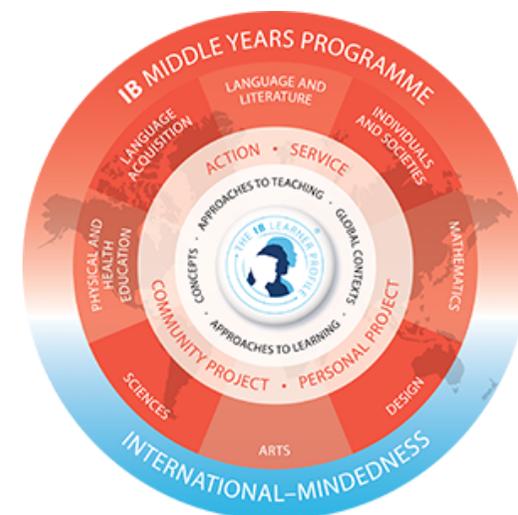
What is the IB Middle Years Programme (MYP)?

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

The IB Middle Years Programme:

- addresses students' intellectual, social, emotional and physical well-being holistically
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups



- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning.

The Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. A detailed description of each course can be found in this guide.

In MYP 4, our students choose one of the following art forms - Film, Drama, Visual Art, Music Production or Music Performance, which they will study for two consecutive years. In MYP 5, students choose one of the three options offered - Business Studies, Geography or History for their Individuals and Societies course and either Materials or Digital for Design.

The MYP: a unique approach, relevant for a global society

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded. Please see the table below for the 6 global contexts.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Global Contexts in the MYP

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

Global Context	Focus question and description
Identities and relationships	<p>Who am I? Who are we? Students will explore:</p> <ul style="list-style-type: none"> o Identity o beliefs and values o personal, physical, mental, social and spiritual health o human relationships including families, friends, communities and cultures o what it means to be human.

Orientation in space and time	<p>What is the meaning of “where” and “when”?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> o personal histories o homes and journeys o turning points in humankind o discoveries o explorations and migrations of humankind o the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.
Personal and cultural expression	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> o the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values o the ways in which we reflect on, extend and enjoy our creativity o our appreciation of the aesthetic.
Scientific and technical innovation	<p>How do we understand the world in which we live?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> o the natural world and its laws o the interaction between people and the natural world o how humans use their understanding of scientific principles o the impact of scientific and technological advances on communities and environments o the impact of environments on human activity o how humans adapt environments to their needs.
Globalization and sustainability	<p>How is everything connected?</p> <p>Students will explore:</p> <ul style="list-style-type: none"> o the interconnectedness of human-made systems and communities o the relationship between local and global processes o how local experiences mediate the global o the opportunities and tensions provided by world-interconnectedness o the impact of decision-making on humankind and the environment.

Fairness and development

What are the consequences of our common humanity?

Students will explore:

- o rights and responsibilities
- o the relationship between communities
- o sharing finite resources with other people and with other living things
- o access to equal opportunities.
- o peace and conflict resolution.

Approaches to Learning (ATL)

A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. The ATL skills can be split up into 5 ATL categories and divided further into 10 skills clusters.

IB ATL skill category	MYP ATL skill cluster
Communication	I Communication
Social	II Collaboration
Self-Management	III Organization
	IV Affective
	V Reflection
Research	VI Information literacy
	VII Media literacy
Thinking	VIII Critical thinking
	XI Creative thinking

X Transfer

Service as Action

Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

Service as Action at Qatar Academy

Community and Service holds a special place within the MYP at QA, as all students must meet Service as Action requirements in each year of the programme. Beginning in grade 6, students are required to complete one independent project outside of regularly scheduled classes, supported by the advisory programme. These independent projects become more challenging as students rise through the grades.

Service as Action requirements	
Grade 6	Minimum 1 activity and reflection completed
Grade 7	Minimum 1 activity and reflection completed
Grade 8	2 activities and reflection completed
Grade 9	1 Athletic and one creative activity and reflection completed
Grade 10	1 Athletic and one creative activity reflection completed

In each year, students maintain a Service as Action Reflection Journal on their personal e-portfolio (through Managebac) documenting outcomes and reflecting on their experiences. Each year, students use this journal to document that they have completed all requirements for the MYP Certificate. The Service as Action requirements must be met to maintain placement within the school, as per our policy. **Specifically, to ensure that students do not fall too far behind, a student may not have incomplete requirements for Service as Action two years in succession.**

Students are provided with detailed information about the Service as Action programme, including requirements for independent projects, supported within the advisory groups programme by their Grade level leaders, Service as Action Facilitator and their advisory teacher.

MYP Projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP.

Personal Project: Grade 10

The starting point is the latter months of grade 9 when students start exploring their passions and choose a goal to accomplish over the coming months. This is an exciting aspect of the programme, as students have an opportunity to show their talents in unique and creative ways. This is also widely considered the best real-life challenge within the MYP programme, demanding that students set real-world goals and find the best ways of achieving them.

Every student has a supervisor, as well as the help and guidance of the Personal Project Coordinator and the MYP Coordinator, to be successful in their personal project. Supervisors meet with students on a regular basis to share information about requirements and deadlines, and to provide advice about how to proceed. However, it is the students themselves who make decisions about what they will do and how they will achieve it.

A website is shared during the second semester of grade 9 in addition to a dedicated online page. The website lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods, MYP requirements, and assessment. This culminating experience of all their learning is completed over many months and their achievements are celebrated in the MYP Exhibition in February.

Assessment in the MYP: rigorous criteria, applied consistently worldwide

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to the objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

A good curriculum develops a range of student skills. The MYP encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.

MYP Assessment Criteria

Please note: Each criterion is out of 8!

Subject group	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in the real world
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning		Applying skills	Reflecting

The total is always out of 32 except for the Personal Project and the interdisciplinary units!

MYP Grade Descriptors

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.

MYP: From Principles into Practice, page 93

Academic Integrity

Academic integrity is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills. Although it is probably easier to explain to students what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic is treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of student work in the MYP.

All MYP students are expected to understand the basic meaning and significance of concepts that relate to academic integrity, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; students are given opportunities to increase their knowledge and practical skills to apply such concepts to their work.

MYP students learn key ATL skills such as citing and referencing, and are given opportunities to make mistakes and learn from them so that they are well prepared for further studies after the MYP.

The following concepts are addressed over the course of the 5 MYP Years:

- The concept of intellectual property (including the many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright).
- Plagiarism
- The difference between collaboration and collusion
- What is an authentic piece of work
- Paraphrasing and citing
- Referencing using MLA style

IB MYP course results

Students who complete MYP year 5 are eligible to receive IB MYP course results that report their achievements in the programme, including successful completion of the personal project and the school's expectations for community service. IB MYP course results provide official documentation of successful grades that have been externally-validated by MYP eAssessment.

IB MYP certificate

Students whose IB MYP course results meet certain conditions are also eligible to receive the IB MYP certificate. This award requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- one ePortfolio from a course of study in language acquisition
- one ePortfolio from a course in physical and health education, arts or design
- the personal project.

In order to obtain the IB MYP certificate, students must meet the school's expectations for community service.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.

- A second language and literature course (instead of a course in language acquisition)
- One (or more) science, individual and societies, or interdisciplinary examination(s) in a language other than the student's chosen language and literature course

How does the MYP prepare students for the IB DP and what happens at its conclusion?

The MYP develops skills and knowledge necessary for success in the IB DP. By the end of the MYP, students should be able to plan, organize and complete their own learning activities with limited support. They should have strong communication skills using a variety of styles of communication, such as different languages and the specific styles of mathematics, sciences, humanities, arts, etc. Students should be able to identify and build on their strengths, as well as identify and accommodate their weaker areas.

In addition to these academic skills, over the course of the MYP, students will develop a strong knowledge and skills base in the different subject areas. This knowledge and skills base helps to prepare students for the greater challenges of the Diploma Programme.

Qualifying for the IB Diploma (Grade 11 and 12) at QAD

Please see the High School Handbook for further information on requirements for entering the QAD IB Diploma Programme.

Subject Area Overviews

Language and Literature in Arabic

Objectives/Assessment Criteria

Criterion	Descriptor
Criterion A	Analysing
Criterion B	Organizing
Criterion C	Producing text
Criterion D	Using language

Nature and aims

Are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non- literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.