



Middle Years
Programme



September



Al Zahra College Middle Years Programme Curriculum Guide



International Baccalaureate®
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Al Zahra College

Contents

Our Mission	4
Our Vision	4
From the Headmaster	5
The IB Learner Profile	5
Curriculum Structure: Year 7 & 8	6
Curriculum Structure: Year 9 & 10	7
IB Philosophy in the MYP	9
The IB MYP Curriculum Model	10
Global Contexts	11
Approaches to Learning (ATL)	12
Service As Action (SAA)	14
The Personal Project	15
Al Zahra College Procedures and Expectations.....	15
Assessment Criteria and Achievement Levels.....	17
Assessment and Reporting.....	19
MYP Grading.....	19
NESA Grading	21
MYP Curriculum.....	22



Our Mission

Al Zahra College aims to develop faithful, knowledgeable and wise young people who take responsibility for creating a better and more peaceful world. We will challenge our students to become active learners and critical thinkers who promote intercultural understanding and respect. Therefore, we aim to develop internationally minded learners who strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Our Vision

Al Zahra College will provide, for all its students, an outstanding learning environment that offers high quality educational programs, encourages each student to pursue personal and academic excellence, develops a strong and productive relationship between our staff and our parents, and provides students with an excellent foundation for lifelong learning.

From the Headmaster

At Al Zahra College we believe that our Core Values of Faith, Knowledge, Wisdom are characterised by academic excellence, which encourages and empowers our students to serve in a dynamic world. These values are mirrored in the ultimate goal of the IB MYP framework of developing students who reflect the ideals of the IB Learner Profile.

The IB Learner Profile

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

Inquirers We nurture our curiosity, developing 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	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.
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.	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.
Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions	Risk Takers 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
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.	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.
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.	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.

If you would like to learn more about the MYP please contact Ms Marian Beydoun (Head of Secondary) mbeydoun@azc.nsw.edu.au for any matters relating to the Years 7-10 curriculum.

Dr Wissam Mustapha
Headmaster

Curriculum Structure: Year 7 & 8

The curriculum structure for Year 7 and 8 follows the NSW Education Standards Authority (NESA) requirements and guidelines. It is also guided by the principles and practices of the International Baccalaureate Middle Years Programme (IB MYP).

The International Baccalaureate Middle Years Programme (MYP) divides academic studies into eight Subject Groups. The Subject Groups are very similar to the courses offered to students in Year 7 through the mandatory NESA curriculum. The curriculum structure outlined below indicates the name of the IB MYP Subject Group and the corresponding NESA courses that will be studied in Year 7.

IB MYP Subjects	Language and Literature	Mathematics	Science	Individuals and Societies	Language Acquisition	Arts	Design	Physical and Health Education (PHE)
NESA Courses	English	Mathematics	Science	HSIE: History and Geography + Islamic Studies	Arabic	Visual Arts and Music*	Technology (Mandatory)	PDHPE
Lessons Per 2 Week Cycle	8	8	7	6 HSIE 3 Islamic	6	6	6	4

* Note: Visual Arts and Music are semesterised

The nature and structure of the Courses above are explained in detail throughout the rest of this document. Some points worth noting are that students take Visual Arts for one semester (two terms) and Music for one semester (two terms). The global focus of the IB MYP requires students to study one language other than English continuously for each year of the programme 7-10. Students at Al Zahra College will study Arabic continuously in years 7- 10.

Teaching and Learning in the IB MYP Units delivered in an IB MYP framework are structured around a learning cycle of inquiry, action, and reflection, modelling an approach to teaching and learning that is open ended and continues right throughout life. Every unit poses a 'statement of inquiry' which students must engage with, consider, and respond to during their learning. Statements of inquiry are universal and transferable across time and place, ensuring that the understanding and skills students develop are not fixed within a particular academic subject but can be applied to new and diverse situations and disciplines. In this way learning is flexible, and knowledge and skills are universal and transferable, making every learning experience relevant and valuable to young people regardless of their interests or plans for the future.

Curriculum Structure: Year 9 & 10

Mandatory and Elective Courses

The structure of the Year 9 and 10 Curriculum is outlined below:

All students study:	Plus a choice of 2 Additional Studies from:	
	Year 9 Electives:	Year 10 Electives:
<ul style="list-style-type: none">▪ English▪ Mathematics▪ Science▪ PHE▪ Islamic Studies▪ Arabic▪ Geography▪ History	Food Technology	Food Technology
	Visual Arts	Visual Arts
	Physical Activities and Sport Studies (PASS)	Physical Activities and Sport Studies (PASS)
	Drama	Commerce

Elective Course Description

Drama

The course is designed to build skills, knowledge and experience in Drama as a creative and performing art. Taking Drama will allow students to develop communication and presentation skills as well as improving their confidence and ability to work with others. It incorporates aesthetic, theoretical and critical concepts. The program is developmental, moving from improvisation and practical voice and physical skill learning, through to play building and devising characters. Interpreting text and experimenting with design and technical elements of production are also key areas. Drama is essentially a cooperative process. Drama has a body of knowledge: facts, conventions, history, skills and methods of working. Drama is taught in an environment that encourages the students to take responsibility for their own learning and to value the ideas and contributions of others. The students are encouraged to be involved in College productions as performers or stage crew. Elective students also must participate in various theatre excursions and specialist workshops throughout the year. The Year 9 program encourages the progressive development of skills and an understanding of theatre and performance. It requires the students to be focused and committed and actively promotes self-discipline and motivation.

Food Technology

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences. Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Visual Arts

In Visual Arts in Years 9 and 10 students will have the opportunity to engage in art making experiences which explore a range of subject matter in at least 2D, 3D and/or 4D expressive forms. Students must keep a Visual Arts Process Diary (VAPD) to formulate ideas for their art making and to record the processes and techniques undertaken in developing a body of work. They are also required to record all theory work which includes a range of critical and historical studies which relate to their art making during the year in the VAPD. In critical and historical studies, the conceptual framework and the four frames are experienced to establish and understand relationships in the Visual Arts.

Commerce

Commerce is a dynamic and contemporary subject that provides the knowledge and skills that form the foundation on which people make sound decisions on consumer, financial, business, legal and employment issues. Commerce encourages students to explore how they fit into the broad commercial and legal environment and understand their rights and responsibilities. The Commerce course at Al Zahra College has been developed to reflect the interests and the needs of all students and is continuously revised to meet changes in the commercial environment. Emphasis is given to areas and issues of current importance and interest in Australian society. Classes make use of information and communication technologies in their development of research and communication skills in both class lessons and in assessment.

Physical Activities and Sport Studies (PASS)

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

At Al Zahra College we actively promote the concept of learning through movement and many aspects of this course will be explored through participation in selected movement applications in which student's experience, examine, analyse and apply new understanding. Students will be encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

PASS also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

IB Philosophy in the MYP

Introduction

Middle School at Al Zahra College is from years 7-10 and offers both the curriculum by the International Baccalaureate Organisation (IBO) and New South Wales Education Standards Authority (NESA).

Students continue to follow the content of the New South Wales Education Standards Authority (NESA) syllabuses for the Australian Curriculum while the Middle Years Programme (MYP) provides the framework in which it is taught.

The MYP does not provide content but rather the manner in which the subjects are taught and sets international benchmarks for learning.

The IB offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. The Middle Years Programme (MYP) provides the curriculum framework for students Years 7 to Year 10 and is undertaken by all students in the Middle School. At the end of Year 10, students who meet all the requirements of the MYP will be awarded an MYP completion certificate by AZC.

The Al Zahra College Curriculum Handbook (Years 7-10) is designed to give parents and students an overview of the curriculum and learning opportunities that are available at Al Zahra College over the four years of the programme. The MYP provides a common framework that is consistent across all levels and areas of study. It is a student-centred programme based on the unique needs and characteristics of adolescents. The programme engages and motivates students to reach their highest potential and helps shape their character. It is a programme that provides discipline, challenging standards, skills development, creativity and flexibility to help students become self-reliant and responsible world citizens.

The MYP curriculum model places the student at the centre and has a philosophy that promotes the education of the whole person and the “connectedness” of learning. The programme has been developed with developmentally appropriate attention to:

- Conceptual understanding
- Teaching and learning in context
- Approaches to learning (ATL)
- Service as action (community service)
- Language and identity
- Learning diversity and inclusion.

The IB MYP Curriculum Model



A Concept-driven Curriculum

A concept is a big idea — a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored. The MYP identifies prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to:

- Process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings.
- Create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge
- Bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning
- Increase fluency with language as students use factual information to explain and support their deeper conceptual understanding
- Achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges and create greater subject depth through the study of discipline-specific related concepts

Global Contexts

Subject content is organised around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts, which are shown in the diagram below.



MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme creating relevance for adolescent learners.

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

Approaches to Learning (ATL)

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. The MYP extends IB approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme. There are ten Approaches to Learning (ATLs) MYP clusters explained below.

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit’s formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject-group objectives. At Al Zahra College, year-level ATL targets have been designed so that subject groups work together to focus on the attainment of particular ATL skills of students by the end of the year.

Communication	I. Communication skills	
	Exchanging thoughts, messages and information effectively through interaction	<i>How can students communicate through interaction?</i>
	Reading, writing and using language to gather and communicate information	<i>How can students demonstrate communication through language?</i>
Social	II. Collaboration skills	
	Working effectively with others	<i>How can students collaborate?</i>
Self-management	III. Organization skills	
	Managing time and tasks effectively	<i>How can students demonstrate organization skills?</i>
	IV. Affective skills	
	Managing state of mind <ul style="list-style-type: none"> • Mindfulness • Perseverance • Emotional management • Self-motivation • Resilience 	<i>How can students manage their own state of mind?</i>
	V. Reflection skills	
	(Re)considering the process of learning; choosing and using ATL skills	<i>How can students be reflective?</i>
Research	VI. Information literacy skills	
	Finding, interpreting, judging and creating information	<i>How can students demonstrate information literacy?</i>
Research	VII. Media literacy skills	
	Interacting with media to use and create ideas and information	<i>How can students demonstrate media literacy?</i>
Thinking	VIII. Critical thinking skills	
	Analysing and evaluating issues and ideas	<i>How can students think critically?</i>
	IX. Creative thinking skills	
	Generating novel ideas and considering new perspectives	<i>How can students be creative?</i>
	X. Transfer skills	
	Using skills and knowledge in multiple contexts	<i>How can students transfer skills and knowledge across disciplines and subject groups?</i>

Service As Action (SAA)

Service, as a subset of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.

Service in the MYP at Al Zahra College provides the opportunity for students to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills and knowledge. Through service as action, they become “actors” in the “real world” beyond school.

At least once in each MYP year, students at Al Zahra College will have a service component to their classroom learning. Through this, students may be involved in:

- feeling more empathy towards others
- becoming more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

These learning outcomes identify the substance of students’ self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

The Personal Project

The Personal Project is a **requirement** for all year 10 students (MYP Year 5) in the IB MYP Programme. The goal of the Personal Project is for each student to individually create a piece of work that reflects the learning experiences in the MYP and demonstrates the skills developed through the Approaches to Learning. Students will be assessed against 4 objectives: investigating, planning, taking action and reflecting.

Students begin the PP process in December and finish in early October. The stages of the process are documented by a journal that is assessed. While there is some recognition of the project through the criteria, a student's record of, research about and reflection on the process is a significant part of the final result. Each student receives a PP Guide and is expected to bring it to meetings with their supervisor.

Through the use of a process journal, the supervisor will provide support and guidance through the PP process. Students involved in the Personal Project will also receive allocated time during welfare sessions with the Personal Project Coordinator and the Librarian to be educated about the processes of the Personal Project. During this time, they will be issued with their student booklet and begin developing the frameworks of their project.

To celebrate the end of the PP process, the College will host a Personal Project Exhibition during an evening with presentations and performances.

Al Zahra College Procedures and Expectations

Canvas – Learning Management System

All students from Grade 7 onwards will be issued with a subscription to the College's Learning Management System (LMS), Canvas. This will replace the physical school diary and planners used in previous years. Students are expected to use Canvas as their diary, planner and homework and assessment tracker. Parents will be given access to log into Canvas and view their child's progress as well as receive notifications.

Homework Expectations

Out of class assignments are an integral part of the educational process. Homework is important for both academic success and the development of self-discipline, good working habits and time-management skills. Students should expect to spend approximately 1 to 3 hours of homework each night, depending on their age. Every subject does not assign homework every night. It is an expectation that homework set will consolidate and/or extend learning from individual lessons. Students will also be expected to keep track of their homework using Canvas.

Academic Honesty

Academic honesty means ensuring that the student's work is authentic based on his or her own ideas, language and expression.

The IB defines academic misconduct as behaviour that results in, or may result in the student gaining an unfair advantage. Misconduct includes plagiarism of language writing assessments, to fabricating data for labs, to copying works of art for visual arts, to cheating on exams.

Plagiarism is when the student represents the ideas or work of another as their own. It is by far the most common type of misconduct. Collusion is when the student supports malpractice by another student, for example, allowing their work to be copied. In some cases, plagiarism is not always a deliberate attempt by a student to present ideas as their own but rather they are unaware of how or when to acknowledge sources.

When plagiarism is detected, according to the Al Zahra College MYP disciplinary procedures, the student receives:

- A conference with the student's Head of House with a report in their school file on Sentral. The work will also have to be repeated.
- In the case of collusion, in which a student supports another student, for example, allowing their work to be copied, they will also receive a warning letter and it will be recorded into Sentral.
- Further sanctions may be imposed depending on the frequency and severity of the academic misconduct. This may include but is not limited to: detention, parent conferencing with the headmaster and suspension.

Therefore, the school ensures students are taught in all levels the importance of citing sources correctly. Subject-specific skills required for good academic practice are routinely reviewed in subject areas throughout the programme. Students receive guidance on the skills of academic writing in a structured manner. Students understand the consequences of being found guilty of malpractice. Teachers also promote academic honesty throughout the school through pastoral care sessions. Teachers will also randomly check student work when plagiarism is suspected. If it cannot be proven, student will be interviewed to determine if it is their work.

Adapted from the IB Academic Honesty guidelines

Late submission of assessments

Students in the MYP are expected to be principled and balanced, and be able to submit work of the highest quality while meeting their due dates. However, if students fail to meet an assessment deadline, measures will be enacted to ensure students complete and submit the task.

- Any student who fails to submit an assessment task on the due date without a legitimate excuse will be given an after school detention two days after the assessment is due. They will be expected to complete the assessment during the detention. If the assessment is handed in prior to the detention, the detention will be cancelled.
- Work due during an absence is due on the first day the student returns to school. A student must present a medical note if the absence is due to illness. The teacher will then grade without penalty to the student. For absence due to other reasons, students will be expected to complete the assessment during the detention.

After five days of no submission, no marks will be awarded for that particular task.

Assessment Criteria and Achievement Levels

Each of the eight subject areas detailed on the following pages has four criteria specific to the subject, which form the basis of assessment in the subject. Each of these criteria has associated with it levels of achievement and associated descriptors by which the student's work is assessed.

Teachers will set tasks to address one or more criteria and will assess students against the pertinent criteria by matching the student's performance against the descriptor that best reflects the performance of the student.

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

	A	B	C	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 maths in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Assessment and Reporting

Teachers will use a variety of assessments appropriate to the Grade level to ensure assessment of student performance is enacted fairly, fully and appropriately. Students will receive a minimum of two weeks' notice prior to the submission of their assessment.

The College regularly assesses and reports on student progress by aligning with the MYP objectives using the prescribed subject-group assessment criteria. The assessment criteria for years 1, 3 and 5 of the programme are used when assessing in each subject area. Australian NESA outcomes are also assessed simultaneously with MYP criterion objectives. All NESA outcomes for each subject area are assessed. Reporting to parents will include a written report twice a year, information sessions and parent teacher interviews.

MYP Grading

The final common assessment task (research, test, exam, assignment) is part of the continuous MYP assessment process which should assist in confirming the most consistent level of student achievement in each subject area. Once the most consistent level of achievement for each criteria has been established, these are then added together to arrive at a final MYP mark for each subject. This total is then converted to the final MYP grade using the 1-7 scale below.

Each Subject Group within the MYP framework works towards four 'Objectives' which are formally assessed at least twice every year. Students will receive a copy of the assessment schedule for the year early in 2018, outlining the dates and nature of all assessment tasks. The descriptions of each course, over the following pages, state the Objectives relevant to that course. They are marked by teachers using criterion set out by the IB MYP on a scale of 1-8. The scores for each of the four Objectives are then added together for a total mark out of 32. From this a corresponding standards referenced MYP Grade of 1-7 is assigned, and using teacher judgement and alignment with NESA Grade descriptions, a NESA Grade.

For example, the following may apply for a student:

MYP Grade	MYP Mark	Subject Objectives (assessed twice)		MYP Grade Scale	NESA Grade Scale
1	0-5			0 - 5 grade 1	A
2	6-9	Criterion A:	6/8	6 - 9 grade 2	B
3	10-14	Criterion B:	5/8	10 - 14 grade 3	C
4	15-18	Criterion C:	7/8	15 - 18 grade 4	D
5	19-23	Criterion D:	6/8	19 - 23 grade 5	E
6	24-27			24 - 27 grade 6	
7	28-32	Total	24	28 - 32 grade 7	

MYP Grade Descriptors

Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

NESA Grading

NESA regulations for assessment and recording dictate that an overall grade is issued for each student in each subject. Students in Years 7-10 are reported against the Common Grade Scale (A–E), which provides a common language for reporting by describing observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. The Common Grade Scale shown below is used to report on student achievement in the Middle School years (7-10) for NSW outcomes.

Common Grade Scale

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

MYP Curriculum

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

Group 1: Language and Literature - English

Language and Literature is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature which aims to equip students with linguistic, analytical and communicative skills.

Group 2: Language Acquisition - Arabic

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable.

Group 3: Individuals and Societies - History, Geography, Islamic Studies

The aim of MYP individuals and societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim 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.

Group 4: Sciences

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. MYP science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Group 5: Mathematics

Mathematics

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 workplace and life in general.

Group 6: The Arts

Visual Art, Drama, Music

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

Group 7: Design

Design and Technology, Textiles Technology, Food Technology, Information and Software Technology

MYP Design is compulsory for all students in Grades 7-8 and covers two areas, digital design and product design. In Grades 9-10, students may choose either digital design or product design, completing two major projects in the chosen area of specialisation. Product design now includes the new option of textiles.

Group 8: Physical and Health Education (also known as PE)

AZC's IB MYP program offers students a balanced Physical and Health Education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world. The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material. Student learning experiences in the PE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. The PE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

