



MYP HANDBOOK 2022/2023

Student-centred and personalised learning for every student, in a respectful environment so that all our students are safe, secure and successful.

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WELCOME TO GEMS WORLD ACADEMY

Dear Student,

Congratulations on securing your place in the Middle School at GEMS World Academy. You are joining us at a very exciting time. In the last few years, the Academy has grown rapidly to become one of the best in the UAE, and we look forward to you becoming part of our success.

This handbook has been put together to give you the key information you will need over the next five years. Whether you are new to GWA, or making the transition from our Primary School, it is important that you spend some time familiarizing yourself with our expectations.

We hope you enjoy the rest of your summer, and look forward to seeing you when the 2022-2023 academic year begins.

With warm regards,

Mr. James Sangster
IB MYP Coordinator

SECTION 1: INTRODUCTION

ABOUT GEMS WORLD ACADEMY (GWA)

Since it opened in 2008, the GWA has established itself as an international academy for young world citizens, where students benefit from an education that reaches beyond any single national curriculum.

With over 1,400 students representing more than 90 nationalities, our multicultural community allows us to develop an understanding of what makes people different, whilst celebrating our similarities within an increasingly connected world.

There are over 500 students in the Middle School studying the IB Middle Years Programme (MYP). Students will benefit from studying the MYP in a school accredited by both CIS and NEASC. Students who demonstrate exceptional academic performance will receive the GWA MYP Academic Award.

At GWA, we believe that all our IB programmes offer students *“the knowledge, skills and character necessary to take action and create a better, more peaceful world”*. To fuel our mission, we strive to ensure every student leaves us as a well-rounded young person, with exceptional results.

Our ethos is student-centered and offers personalized learning for every student in a safe and respectful environment. All staff and students are expected to subscribe to our GENIUS values:

Grounded
Entrepreneurial
Nurturing
Innovative
Unique
Sophisticated

THE IB LEARNER PROFILE

The IB Learner Profile is at the heart of the International Baccalaureate. It is also at the heart of everything we do at GWA every day.

Our Academy Mission Statement:

“GEMS World Academy Dubai develops inquiring, reflective and caring learners who, through the rigour of the IB programmes, have the knowledge, skills and character to take action and create a better, more peaceful world. Supported by highly qualified staff in world-class facilities, our diverse international community is encouraged to develop intercultural understanding and respect.”

The character and skills described in the GWA Mission Statement are inextricably linked to the IB Learner Profile. This comprises ten attributes beyond just academic success, and help students to meet the aims of the IB programme: to develop internationally minded people with a shared commitment to building a better, more peaceful, world.

All GWA students are expected to exemplify the ten attributes of the IB Learner Profile. In doing so, students learn to respect themselves, others, and the world around them. The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



SECTION 2: CURRICULUM

THE IB MIDDLE YEARS PROGRAMME (MYP)

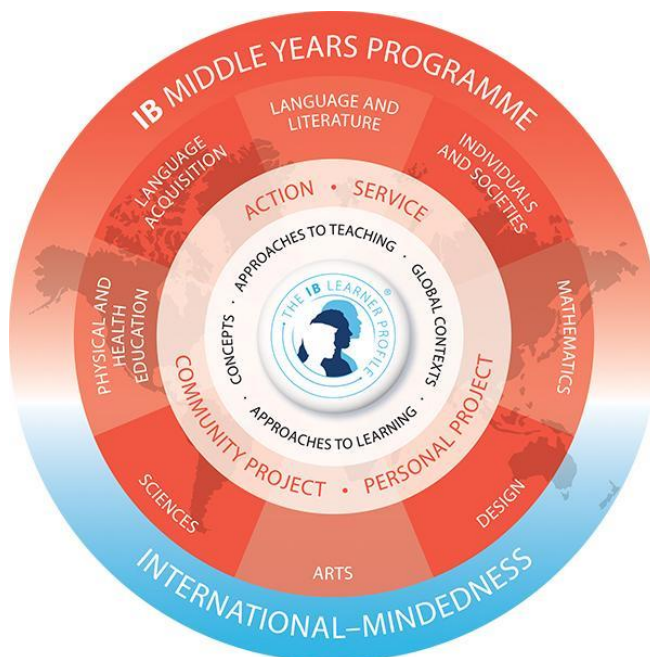
The IB Middle Years Programme is a holistic course of study that aims to develop students with excellent breadth and depth of knowledge. It is a challenging program, but is one that produces students who flourish intellectually, physically, emotionally and ethically.

The MYP curriculum is made up of eight subject groups:

- Arts (performing and visual)
- Design
- Individuals and societies
- Language acquisition
- Language and literature
- Mathematics
- Physical and health education.
- Sciences

Students also participate in the MYP core, comprising Service as Action (SA) and the Personal Project (PP).

Through the core curriculum, students reflect on their contributions to GWA and wider local and global communities. They also develop the skills required to conduct research, create a product, and produce a written report, reflecting upon what they learned during the experience.



The MYP offers students an opportunity to go beyond a mere, passive acquisition of knowledge, but also offers the opportunity to do the following: Question, challenge and think creatively both inside and outside the classroom walls. It encourages students to become active, compassionate lifelong learners who are equipped to create a better and more peaceful world through intercultural understanding and respect.

All of our MYP Subject Briefs are available on the GWA website.

MYP Concepts and Contexts

Students learn best when their learning experiences have context and are connected to their lives and their experiences of the world.

Global Contexts

Through Global Contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet.

| Personal & Cultural Expression | Identities & Relationships | Orientation in Space & Time |
|---|--|---|
| Beauty; artistry; craft; products; systems; institutions; philosophies; beliefs; rituals; language; fields and disciplines; analysis; argument; metacognition; abstracts; entrepreneurship; practice; competency. | Self-esteem; teams; leadership; role models; agency; efficacy; motivation; independence; happiness; health; wellbeing; lifestyle; choices; dignity; morals; ethics; consciousness. | History; civilisation; heritage; turning points; scale; frequency; migration; pilgrimage; boundaries; exchange; interaction; landscape; resources; evolution; constraint; adaptation. |
| Globalization & Sustainability | Fairness & Development | Scientific & Technical Innovation |
| Environment; human impact; markets; commodities; commercialization; production; consumption; resources; conservation; population; demographics; urban; strategy; planning. | Politics; government; systems; democracy; civil society; inclusion; equality; capability; development; entrepreneurship; rights; laws; civic responsibility; justice; peace; conflict; power; privilege; authority; security; freedom; hope; future. | Systems; models; products; processes; solutions; adaptation; progress; opportunity; risk; consequences; responsibility; modernization; industrialization; engineering; digital; virtual; information; revolution; puzzles; principles; discovery. |

Key and Related Concepts

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use Key and Related Concepts as a vehicle to inquire into issues and ideas of personal, local and global significance, and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary Key Concepts, along with Related Concepts for each MYP subject area.

Key Concepts

| | | | |
|-------------|---------------------|---------------|-----------------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global interactions | Identity | Logic |
| Perspective | Relationships | Systems | Time, place and space |

Each unit of study has one purposefully chosen Key Concept as its focus, and may have an additional one to three Related Concepts which are more subject-specific.

Approaches to Teaching

Teachers at GWA utilize a range of teaching strategies to meet individual student needs. These incorporate strategies from a number of areas, including our teachers' own experience and training, along with expertise offered by our GWA Student Support Services team, all related to IB Approaches to Teaching. Teaching in IB programmes is:

| | |
|-------------------------------|---|
| Inquiry based | Provoking curiosity in order to structure and sustain exploration |
| Concept driven | Planning and teaching through concepts that are transferable to new contexts/situations |
| Contextualized | Reaching beyond the scope of individual subjects to establish relevance in the real world |
| Collaborative | Promoting effective teamwork and purposeful/productive work |
| Differentiated | Providing access to learning for a diversity of learners and needs |
| Informed by assessment | Balancing assessment of learning, and to inform future learning |

Approaches to Learning

Students are asked to learn, practice and master a wide range of skills across the IB Middle Years Programme, from Grade 6 through to Grade 10. Five ATL Skill Categories are further divided into ten ATL Skill Clusters by the IB, which help students learn how to learn more effectively.

| ATL skill categories | MYP ATL skill clusters |
|----------------------|--------------------------|
| 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 |
| | IX. Creative thinking |
| | X. Transfer |

MYP ASSESSMENT

Understanding MYP assessment may take some time and practice. If you are not sure about something, please ask the MYP Subject Area teacher, Director of Learning, or the MYP Coordinator.

Assessment Tasks

MYP assessments take many forms. These include:

- Open-ended problem-solving activities and investigations
- Hands-on experimentation
- Essays
- Reports
- Organized debates
- Tests and examinations
- Analysis and reflection

Key IB MYP Assessment Information

1. MYP assessment is carried out by teachers, according to the criteria defined by the IB in the subject guides.
2. Each subject has four criteria which are assessed at achievement levels of 0-8.
3. Each of the criterion is broken into 'strands' (smaller parts). Each strand in each of the four criteria must be assessed at least twice per year in order to determine a final level for each criterion.
4. The scores for the individual criterion determine the student's overall grades (they are equally weighted).
5. These four criteria grades are added together to give a total out of 32. This total can then be converted into a single, final overall grade. This is out of 7
6. The final grade of 1-7 is determined by IB, externally-determined grade boundaries.

Some guidance as to how to interpret the subject guides is given on the next page, along with some useful tables showing the subject criteria and grade boundaries.

Overview of Subject Criteria

| The Subject Group | Criterion A | Criterion B | Criterion C | Criterion D |
|---|---------------------------|--------------------------|---------------------------|---|
| Language and Literature (Language A: English and Arabic) | Analyzing | Organizing | Producing Text | Using Language |
| Language Acquisition (Language B – French, Spanish, English, and Arabic) | Listening | Reading | Speaking | Writing |
| Individuals and Societies (Humanities) | Knowing and Understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and Understanding | Inquiring and Designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and Understanding | Investigating Patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | 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 Analyzing | Developing ideas | Creating the solution | Evaluating |
| MYP Personal Project | Planning | Applying Skills | Reflecting | (N/A--as of Sep. 2021) |

MYP General 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. |

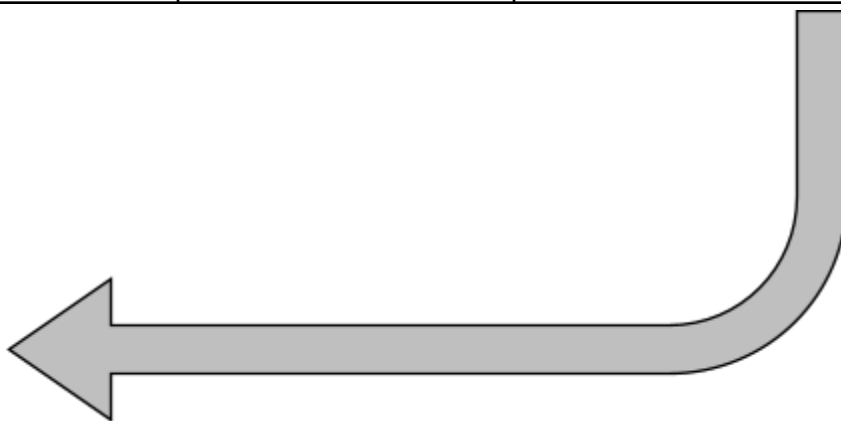
Page 94 MYP Principles to Practice

Example: Calculating an MYP Grade in Mathematics

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| Criterion | Maximum Possible Level | Example Student Levels |
|--|------------------------|------------------------|
| A: Knowing & Understanding | 8 | 5 |
| B: Investigating Patterns | 8 | 4 |
| C: Communicating | 8 | 6 |
| D: Applying mathematics in real-world contexts | 8 | 4 |
| Total | 32 | 19 |

| Boundaries (based on criteria) | Final Grade (1 – 7) |
|--------------------------------------|------------------------|
| 1 – 5 | 1 |
| 6 – 9 | 2 |
| 10 – 14 | 3 |
| 15 – 18 | 4 |
| 19 – 23 | 5 |
| 24 – 27 | 6 |
| 28 – 32 | 7 |



Therefore, the student would achieve an **overall MYP grade of 5** (out of 7) in **Mathematics**.

All student progress and attainment is recorded in the termly reports.

THE MYP CORE: SERVICE AS ACTION (SA)

“If you believe in something, you must not just think or talk or write, but must act.”

Alec Peterson, Head of the IBO, 2003

As a major part of the ethos of both GWA and the IB, we strive to support students in becoming active members of their communities, who participate actively and responsibly in a changing and increasingly interrelated world.

A major facet of our MYP is **Service as Action** activities and reflection. Each student completes a number of service based ‘experiences’ each academic year, reflects upon them, and records these on the ManageBac platform.

These experiences may include a large number of charitable events such as the following: Pink Week and Spirit Week, as well as helping organize our own GWA National and International Day celebrations. There are also service-based trips across the UAE and beyond, with a particular focus on students' experiences during the annual GWA 'Week Without Walls'.

Students are supported by their Form Tutors to identify possible experiences and in completing the reflection process for each Service as Action activity.

THE MYP CORE: THE PERSONAL PROJECT

During Grade 10, all MYP students engage with the **Personal Project**. It is formally assessed within GWA and then externally moderated by the IB.

The Personal Project is a significant piece of independent work which aims to assess the students' ability to use their Approaches to Learning (ATL) skills, apply their knowledge and develop their independence as a learner by investigating more deeply something they are interested in and passionate about.

Students develop a detailed action plan and then follow this plan to create an innovative product using their own initiative. Students also describe, explain and reflect upon their experiences via a final written report.

Examples of Personal Project products can be found on the GWA website.

Service as Action and The Personal Project are overseen by our **MYP Service as Action and MYP Personal Project Coordinators**.

THE GWA MYP+

What makes the GWA Middle Years Programme special? We not only prepare students for their next academic challenge, whether this be at IB Diploma level or another academic system, but also encourage and develop students' curiosity and skills in all aspects of life. This can range from their own interests and hobbies, to using a strong entrepreneurial mindset to find solutions, in order to become active and successful members of their local and global communities.

Entrepreneurship and The HUB

GWA opened its entrepreneurship HUB in 2019, and has already enrolled large numbers of students involved in a wide variety of experiences. These include GWA-based and workshops offered by local

and global entrepreneurs, Samsung innovators, gaming and coding competitions, and our own GWA Social Impact Challenge.

We strive to continuously develop these programmes in line with the IB MYP curriculum and IB Approaches to Learning (ATL) skills, to create opportunities for students to challenge themselves, and to develop innovative projects beyond their classroom learning.

These activities associated with the HUB are facilitated by our EIE Director, Ms. Helen Al Uzaizi.

The Social Impact Challenge

The Social Impact Challenge is an annual multi-day event in which all students from Grade 6 to Grade 10 work together in mixed teams to solve a specific challenge. In June 2022, the challenge focused on various UN Sustainability Development Goals related to MYP subject areas, in which students were tasked with coming up with an impactful, sustainable and scalable solution, service or product to tackle this challenge, and to establish a realistic company to provide or manufacture the product.

In the January 2020 Challenge, for example, 75 social enterprise companies were created and displayed at a final EXPO, with external judges from Dubai's entrepreneurship community selecting the Top 10 companies. These Top 10 companies were invited to display their projects and pitch their ideas to top executives and entrepreneurs at GWA's entrepreneurship, innovation and environmentalism center, The HUB.

GWA Enrichment and After School Activities Programme

Students are strongly encouraged to involve themselves in a wide range of experiences beyond our academic subjects. GWA offers a weekly programme of hundreds of possible activities which take place each day. Opportunities are offered by staff within GWA as well as some outside companies. Activities with outside providers usually incur an additional cost.

The Enrichment Opportunities and ASA Programme take place in three sessions (one per term) which usually run for eight weeks each.

Previous examples have included:

| In the Academy | Outside Provider |
|---------------------------------------|------------------|
| Duke of Edinburgh International Award | Ski Dubai |
| Sports teams | Horse riding |
| Model United Nations | STEM Robotics |
| Board Games Club | Metamindz |

Week Without Walls (WWW)

This has historically been a week that has seen a collapsed timetable for all GWA students. Instead of a normal schedule, all students have been able to take part in a vast range of possible experiences, both at home (at GWA or elsewhere within the UAE) or abroad.

Our WWW will be calendared as follows.

- G6-10 February 06-10 2023

The Enrichment Opportunities (ASA) and WWW Coordinator is Mr David Ince.

USE OF ICT

The Middle School is proud to be innovative in its use of ICT. All students are expected to bring a laptop to school each day, ensuring that they have access to all available resources in their lessons.

If using an iPad, as an alternative, students must ensure they have a keyboard attachment to complete tasks.

A laptop can be either Apple or PC Windows-based.

SECTION 3: STUDYING AT GWA

BEHAVIOR AND CONSEQUENCES

Please refer to our [Home School Agreement](#)

Our Expectations

At GWA we aim to create a caring, safe and nurturing environment that promotes mutual respect and trust and supports 100% disruption-free learning. This involves adhering to the GWA GENIUS Values, and the IB Learner Profile at all times.

Behavior and Consequences

GWA's Behavior Policy which can be found on the GWA website addresses forms of acceptable and unacceptable behavior and outlines the ways we address them, whilst promoting habits of self-discipline, kindness, pre-emption, consequences and support.

In cases where a student fails to adhere to Academy expectations, they will receive a behavior point in accordance with the Behavior Policy. Students in Middle School who fail to meet expectations in terms of behavior or attendance will meet with teachers, Subject Leaders, Grade Leaders and/or the MYP Coordinator to reflect on their actions and plan for future improvement.

More serious incidents will be dealt with according to the GWA Behavior Policy. The MYP Contract can be found in Appendix B.

ATTENDANCE

Students are expected to be present regularly throughout the year and to fully participate in the academic program.

Students should aim to arrive at least 10 minutes before the start of the Academy day to allow time to visit lockers and ready themselves for morning lessons. Students are expected to be in class on time for lessons to begin at 08:00.

Registration

Morning registration is essential and takes place during tutor time at 08:00. Attendance continues to be recorded during the day and students are expected to arrive on time to all their lessons.

Illness

When a student is ill please email the Secondary Receptionist/Grade Leader as soon as possible, call the Secondary office at 04 373 6328 or email j.alcheikh_gwa@gemsedu.com If the days absent exceed two days then a doctor's report must be handed into the Secondary office when the student returns to the Academy.

UNIFORM

All students must wear the Academy uniform when attending or representing GWA. We expect that all students have consistent uniforms and these must be worn from the first day of school. Please refer to the **Uniform Policy** which can be found on the GWA website for more information regarding the uniform expectations.

TUTOR TIME

Each student at GWA has a Form Tutor. The Form Tutor is responsible for supporting students throughout their time at GWA, and for leading Tutor Time.

Personal Support

The Form Tutor will arrange to meet with students on a 1:1 basis at regular intervals. The timings of these meetings are arranged between the student and their Form Tutor, and are a crucial chance for students to reflect on their progress, as well as raise any questions, comments or concerns they may have – although they can of course raise any issues outside of this meeting too.

The Form Tutor will also be the main point of contact between the Academy and parents, and will be able to meet with parents several times throughout the year at Parent Teacher Conferences.

PERSONAL WELL-BEING

The Middle Years can be a challenging time for students as they transition from childhood to early adulthood. This is an extremely exciting time, but it can also be quite unsettling. Students and parents are starting to make the first of many decisions about the future. On top of this, students are embarking on a demanding educational course and may be in a new school situation with new peers.

All of this has the potential to be overwhelming and unsettling; it is therefore no surprise that young people can experience particularly high rates of anxiety, stress, and, sometimes, depression.

At GWA, there is nothing we take more seriously than student health and wellbeing. **If you are struggling, don't struggle alone!** Make sure you speak to your Form Tutor, counselor or one of the MYP team. There is no such thing as a problem which is too trivial - the sooner you seek help, the sooner we can support you in making sure it doesn't become a bigger problem! And although you might feel like you are the only one struggling, chances are you won't be alone.

You can also find support within your peer group and use your friendship network to look out for and look after each other. Outside of your friendship group, your counselors and Grade Leaders can also support you in tackling some of these issues.

STUDENT LEADERSHIP

It is expected that students in the Middle School take on leadership responsibilities through their Service as Action experiences (the SA Handbook details the Learning Outcomes and expectations).

Many students also assist with the running of the Academy, through working as part of the Student Council, as House Captains or as mentors for younger students.

There are also a vast array of other roles that students can explore and develop within the Academy's Enrichment Opportunities (ASA) and the Entrepreneurship Hub.

DEADLINE POLICY

The IB MYP is a demanding, rigorous course. It is essential that students work steadily throughout the year, and submit all assessments, Service as Action requirements, and the Personal Project in line with the Academy calendar. Not doing so will lead to missed grades, behavioral consequences and the potential of several pieces of work piling up towards the end of the course, to the student's detriment.

We therefore operate the following deadline policy within the Secondary School:

Student-centred and personalised learning for every student, in a respectful environment so that all our students are safe, secure and successful.



We see genius
in every child



- On the first occasion that a piece of coursework is not submitted on time, the Secondary School Team will email the student's parents to notify them and record it on iSAMS. The teacher will organize a second deadline with the student. This will usually be either the next day, or the next lesson.
- If the second deadline is also missed by the student, the teacher will email the student's parents, the Director of Learning for the subject and the Grade Leader to notify them and record it on iSAMS. The teacher will organize a third and final deadline with the student.
- If the third deadline is missed, the teacher will email the student's parents, Director of Learning, Grade Leader and MYP Coordinator to notify them and record it on iSAMS. A behavior point will be given. Students will be asked to stay during intervention sessions until work has been completed and they have successfully completed the assigned work.

For more information on the consequences of missing deadlines, please refer to the [MYP Assessment Policy](#).

TRANSITIONS AND CAREERS COUNSELING

Students begin to make subject choices and some broad career decisions during their Middle Years Programme. They are supported in their course selection through a series of assemblies, discussions with their Form Tutors, and sessions with both the Counseling team and the Senior School Leadership Team.

Initial subject choices are made in Grade 6 through to Grade 8 in each year. The programme of support and counseling is developed with a series of assemblies, workshops and 1:1 interviews during both Grade 9 and 10.

Transition to the Senior School

The documents contained in this section are summary guidance only; the full policies are on our website.

Every student in GWA with a good behavioral record is entitled to a place in the Senior School. Depending on students' academic performance they are able to qualify for one of the pathways on offer.

To qualify for the Diploma Programme students must:

- Ensure that all MYP grades are a 3 or above by T3
- Ensure that subjects the student selects as a SL are a 4 or above
- Ensure that subjects the student selects as a HL are a 5 or above

Curriculum Pathway and Prerequisites can be found [here](#).

Progression Requirements

We are committed to ensuring that all students are successful in their studies. It is essential that students take their studies seriously and make good progress. We therefore expect students to have achieved the following at the end of each year:

- A final grade of at least '3' in each subject
- Be on track to successfully complete their Service as Action component
- During the transition from Grade 9 into Grade 10, students must also begin to engage with the MYP Personal Project

If a student is unable to meet these targets, a student may be required to repeat the year at the same grade level.

Successfully completing Grade 10

The Grade 10 MYP Celebration takes place in June each academic year. Graduation from Grade 10 is determined by performance in both academic **and** MYP Core components. These are finally assessed in the T3 report.

Students who successfully graduate from Grade 10 at GWA will achieve **one** of the following levels of certification or award:

| Level | Requirements |
|--|--|
| GWA MYP Certificate | Complete G10 with requisite attendance |
| GWA MYP Academic Achievement Award (Honor Roll) | Complete G10 with requisite attendance Achieve 5+ overall grade in all MYP subject areas in T3 report |
| GWA MYP Merit Award | Complete G10 with requisite attendance Successfully complete Service as Action portfolio (Meeting or Exceeding Expectations) Successfully complete Personal Project with a passing grade of 4+ |
| GWA MYP Distinction Award | Complete G10 with requisite attendance Achieve 5+ overall grade in all MYP subject areas in Q4 report Successfully complete Service as Action portfolio (Meeting or |

| | |
|--|--|
| | Exceeding Expectations) Successfully complete Personal Project with a passing grade of 4+ |
|--|--|

LOCAL AND INTERNATIONAL VISIT AGREEMENT

Students at GWA will, as part of their studies, frequently take part in activities, including trips, visits and community work, to both local and international destinations. To enable staff to effectively administer these activities, GWA operates a local and international visit agreement. This agreement means that staff will inform parents, by letter, when their child is taking part in an activity in the local or international community. It is assumed that if a parent has signed the visit agreement, they consent to their child taking part, unless they contact the member of staff organizing the event to withdraw consent.

APPENDIX A: ACADEMIC INTEGRITY POLICY

All GEMS World Academy, Middle School students are expected to maintain the highest standards of Academic Integrity. The list below gives some examples of unacceptable conduct; please note, this is an illustrative, non-exhaustive list.

- Copying material from a textbook, the internet, or another student and presenting it as one's own work. For example, for homework, for MYP tasks and assessments, or for a Personal Project. This is known as plagiarism
- Colluding with another student, resulting in work being presented as one's own when it has not been produced independently
- Taking unauthorized material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the exam
- Misconduct during exams, including any attempt to disrupt the exam or distract a candidate
- Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the exam
- Failing to comply with the instructions of the invigilator or other member of the Academy's staff responsible for the conduct of the exam
- Impersonating another candidate
- Using an unauthorized calculator during an exam
- Disclosing or discussing the content of an exam paper with a person outside the immediate Academy community within 24 hours of the end of the exam. This includes discussion on social media, website blogs or similar

The distinction between legitimate collaboration and unacceptable collusion or plagiarism

There are occasions (e.g. in MYP investigations or other assessments) when group work is entirely desirable and acceptable. This is a legitimate collaboration. In such a case, each student involved should play a distinct part so that it can be clearly seen how her or his contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

Unacceptable collusion occurs when one student copies from another with her or his agreement, or when one student does the work for another.

| Incident | Likely Response |
|---|--|
| A student pastes a paragraph from the internet into an essay that he is writing for homework. | The student will receive a behavior point, and be required to do the work again. |
| Two students hand in identical or excessively similar homework/ practical reports, etc. | Both students will receive a behavior point, and be required to do the work again, handing in separate reports. This is regardless of who may have produced the work first. |
| A student copies a paragraph from a book into an essay that he is writing for an assessment. | The student will be required to completely redo the work. The student's name will be added to a list of students who are now monitored by the Grade Leaders, Subject Leaders, the MYP Coordinator and Assistant Principals, and the student may be placed on a specific school contract. |
| A student brings unauthorized material (e.g. some notes on a piece of paper) into a test, or copies from another student during a test. | The incident will be reported to the MYP Coordinator and the Assistant Principals. The incident will be referred to the MYP Coordinator and Assistant Principals, and repercussions may include being placed on a specific school contract. |
| A student is found to be plagiarizing work repeatedly. | The incident will be referred to the MYP Coordinator and Assistant Principals, and repercussions may include being placed on a specific school contract or removal from the MYP. |

There will also be consequences as indicated by the Behavior Policy which can be found on the GWA website.

APPENDIX B: EXPECTATIONS OF STUDENTS

We expect only the highest standards of behavior from our GEMS World Academy students. This involves adhering to the GWA **GENIUS** Values and the IB Learner Profile at all times.

Student and Parent Contract

Students are expected to uphold the following expectations.

I will:

- Take responsibility for my own learning, by committing fully to my course and submitting all work on time in accordance with the Academy's Deadline Policy.
- Ensure all work I submit is entirely my own, in accordance with the Academy's Academic Integrity Policy.
- Follow the Uniform Policy.
- Respect the facilities and make good use of the lesson experiences and opportunities.
- Arrive punctually each day, maintain attendance of over 97%; if unable to attend school due to illness, I will contact the Attendance Office by 08:00.
- Be a role model for younger students, by maintaining exemplary standards of behavior in accordance with the Academy's Behavior Policy.
- Engage fully in the school community, through volunteering and/or extracurricular activities.
- Attend all interventions recommended by the Middle School Team.

By signing below, I understand that not meeting these requirements will result in sanctions. For persistent or severe breaches, this may include exclusion from the Academy.

| | Print Name | Signature | Date |
|---------------------|------------|-----------|-------|
| Student | _____ | _____ | _____ |
| Parent/Carer | _____ | _____ | _____ |
| Form Tutor | _____ | _____ | _____ |