

CONTENT	PAGE
FOREWARD BY PRINCIPAL	1
1. SCHOOL VISION	2
2. SCHOOL MISSION	2
3. IB MISSION	2
4. THE HISTORY OF THE IB	2
5. IB LEARNER PROFILE	2-4
6. PROGRAM MODEL	4-6
7. TEACHING AND LEARNING IN IB	6-7
8. MYP PLANNING PROCESS	8
9. ATL AND INQUIRY CYCLE	9-10
10. CONCEPTUAL UNDERSTANDING	11-14
11. GLOBAL CONTEXT	15-17
12. MYP UNIT PLANNER	18-19
13. ASSESSMENT CRITERIA	20-29
14. PERSONAL PROJECT	29-31
15. SERVICE AS ACTION	31-32
16. POLICIES	33
a. ASSESSMENT POLICY	33-36
b. LANGUAGE POLICY	36-39
c. ACADEMIC HONESTY POLICY	40-43
d. INCLUSION POLICY	43-45
17. THE PROCEDURE OF PASTORAL PROGRAMME	45-47

FORWARD BY PRINCIPAL

Sekolah Menengah Kebangsaan Dato' Sheikh Ahmad (*Cluster School of Excellence*) is part of a network of schools around the globe within the International Baccalaureate family offering a full five year IB Middle Years Programme (MYP). The five year journey through the MYP is an exciting exploration in and out of the classroom of challenge and extension, of hard work and fun.

This school has a reputation for excellence in education, and we are committed to working as a team to ensure that our curriculum, pedagogy, and programs are based upon the developmental readiness, needs, and interests of our young adolescents. We are striving to develop life-long learners who possess international mindedness and the attitudes to engage positively with the global society. The IB Learner Profile characterises the type of learner our school wish to develop.

The challenge is ours; we will be well supported all through our journey by highly professional teachers, coordinators and others in a wonderful family of IB world schools. Enjoy every day at school, work hard and have fun.

“EDUCATION FOR A BETTER WORLD”



Warm Regards,
SHAHARIM SAAD
The School Principal



1.0 SCHOOL VISION

Our scholars contribute towards global prosperity

2.0 SCHOOL MISSION

To produce holistic and ethical scholars as well as appreciate lifelong learning and global mindedness.

3.0 IB MISSION STATEMENT

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.

4.0 THE HISTORY OF THE INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate (IB) was founded in Geneva, Switzerland, in 1968 as a non-profit educational foundation.

5.0 THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Disposition

Description

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.

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.
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.
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.
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.
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.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve wellbeing 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.

6.0 THE MYP PROGRAMME MODEL

The MYP is:

- for students aged 11 to 16
- 8 subject groups, plus personal project in the final year
- taught in any language

MYP requires:

- at least 50 hours of teaching time for each subject group in each year of the programme.
- in years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits.
- each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

Highlight important shared features of an IB education.

- Developing the attributes of the learner profile
- Approaches to teaching and approaches to learning
- Age-appropriate culminating experiences
- An organized and aligned structure of subject groups or disciplines
- Development of international-mindedness as a primary aim and context for learning

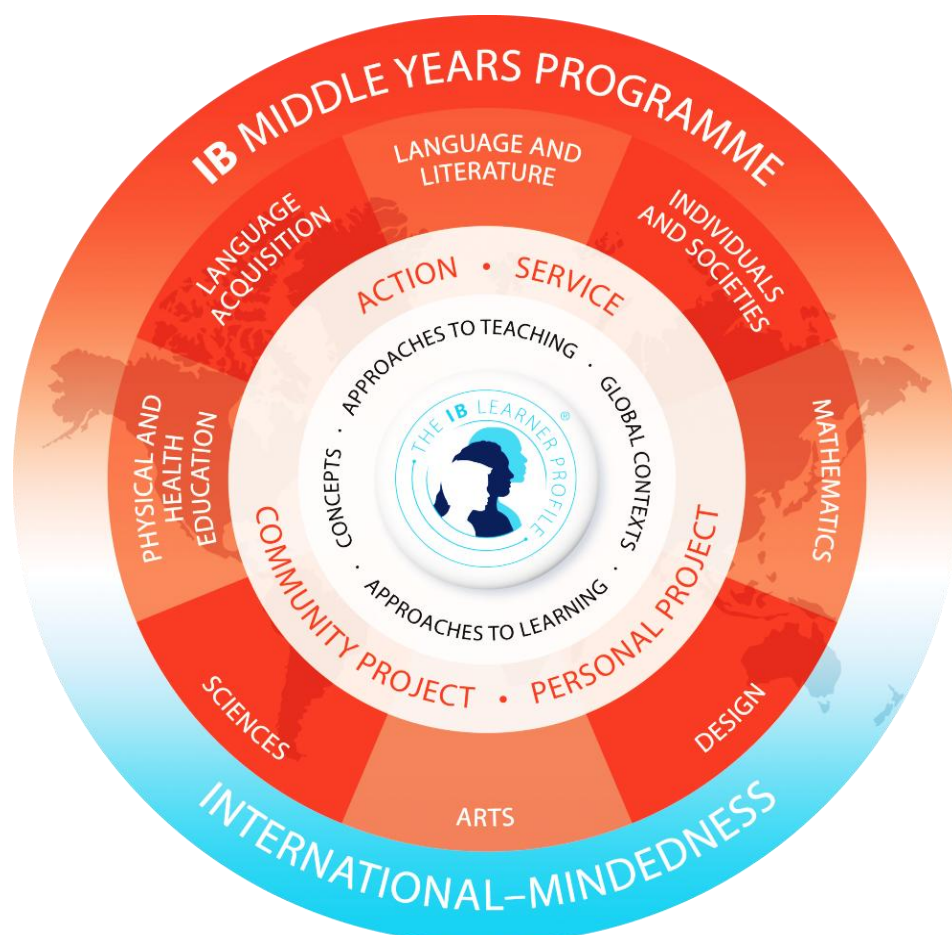


Figure 1. The Programme Model

The first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL)— a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy
- Concepts—highlighting a concept-driven curriculum.
- Global contexts—showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

- Service within the community.
- Personal project (for students in MYP year 5) or the community project (for students in MYP years 3 or 4).

The third ring describes the MYP's broad and balanced curriculum.

- 8 subject groups:
 1. *language and literature*
 2. *language acquisition*
 3. *individuals and societies*
 4. *sciences*
 5. *mathematics*

- 6. *arts*
- 7. *physical and health education*
- 8. *design.*
- connected through global contexts and key concepts.

7.0 TEACHING AND LEARNING IN THE IB

- centres on learners
- Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued.
- Empowers young people for a lifetime of learning.
- Prepares learners to engage with complex global challenges
- explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.
- IB programmes aim to help students explore and construct their own personal and cultural identities

Figure 2: The Framework of Learning

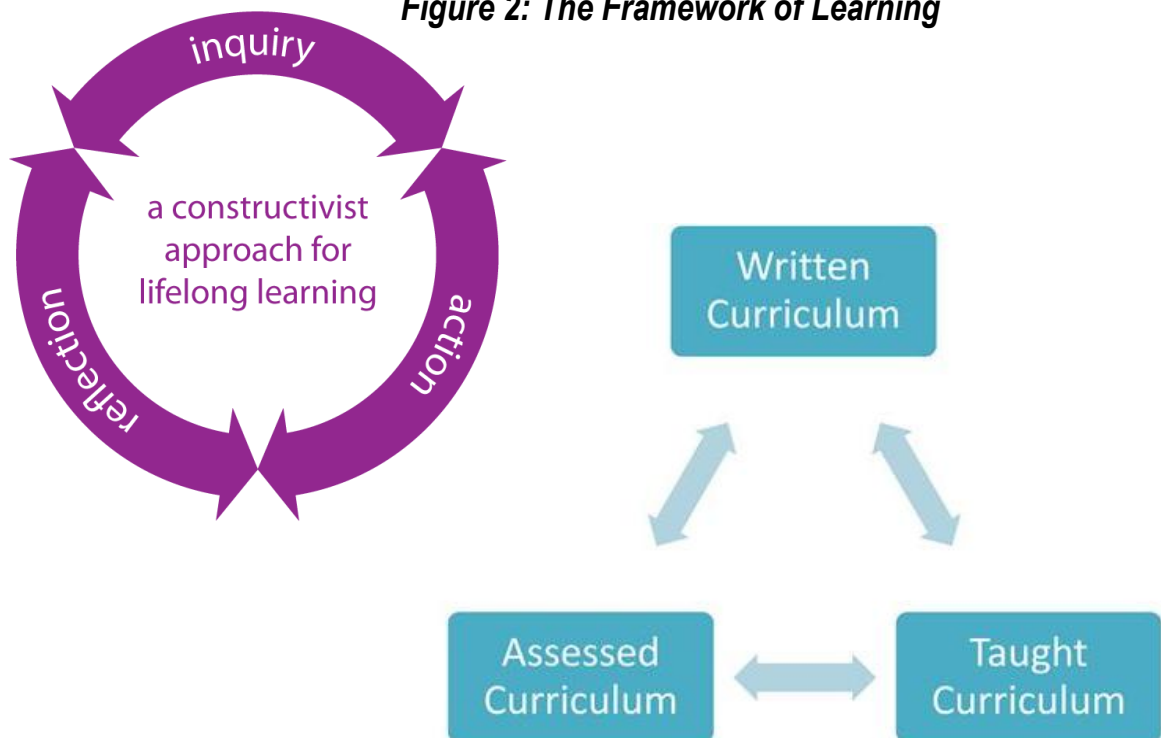


Figure 3: The Curriculum Model

COHERENT CURRICULUM

THE WRITTEN CURRICULUM

Curriculum development centres on four major elements.

- a) Key and related concepts
- b) Global contexts
- c) ATL skills
- d) Subject-group objectives

THE TAUGHT CURRICULUM

- Learners have beliefs about how the world works that are based on their experiences and prior knowledge.
- Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning.
- As students try to create meaning in their lives and the world around them, they will continually construct, test, confirm or revise their personal models of how the world works and their personal values.

THE ASSESSED CURRICULUM

- MYP assessment gives teachers and students reliable and valid information on student learning. Integrated with the written and taught curriculum, the assessed curriculum is considered throughout the processes involved in planning for learning.
- Assessment in the MYP is largely an internal (school-based) process. Teachers in IB World Schools develop, administer and provide feedback on assessment tasks that meet the programme requirements (including mandatory assessment criteria).

CURRICULUM SUMMARY

CURRICULUM	PURPOSE	INQUIRY FOCUS
Written	The identification of a framework of what is worth knowing	What do we want to learn?
Taught	The theory and application of teaching through inquiry.	How best will we learn?
Assessed	The theory and application of effective assessment.	How will we know what we have learned?

The MYP Planning Process



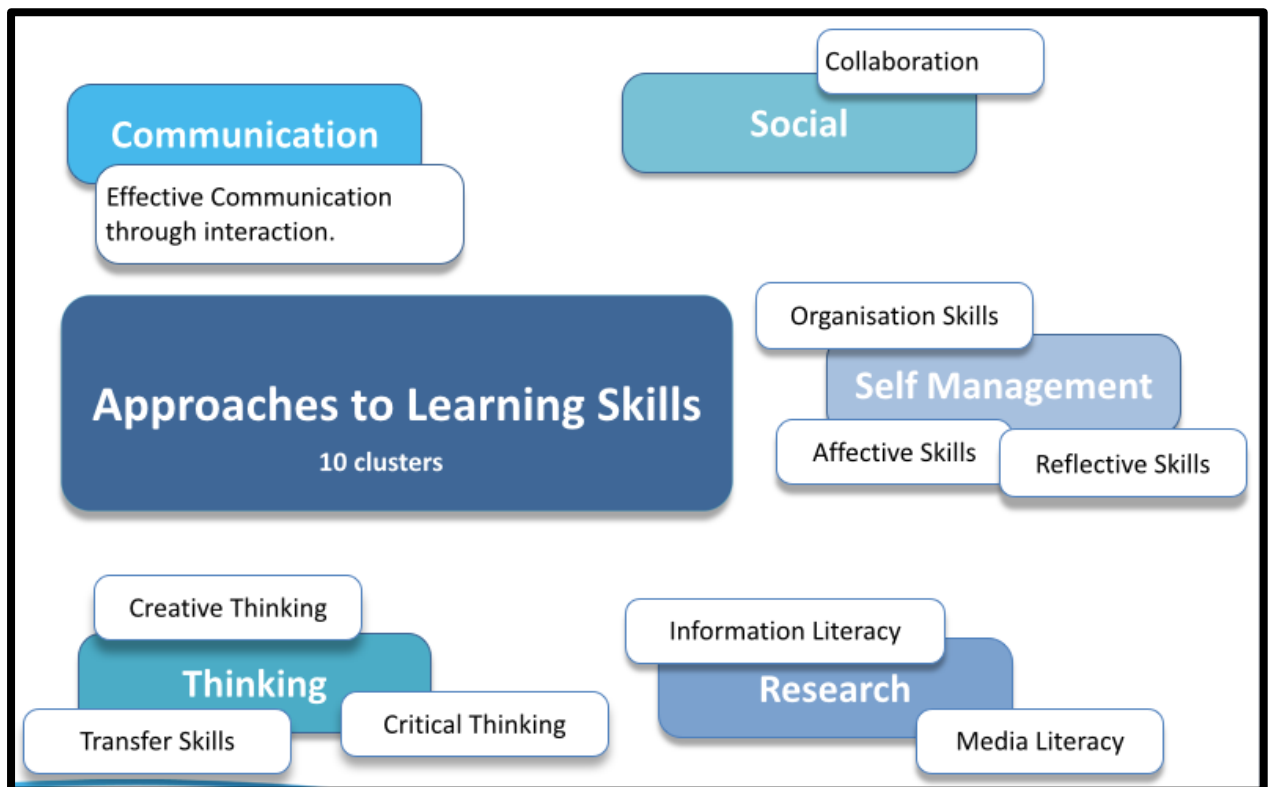


Figure 5: The ATL Skills

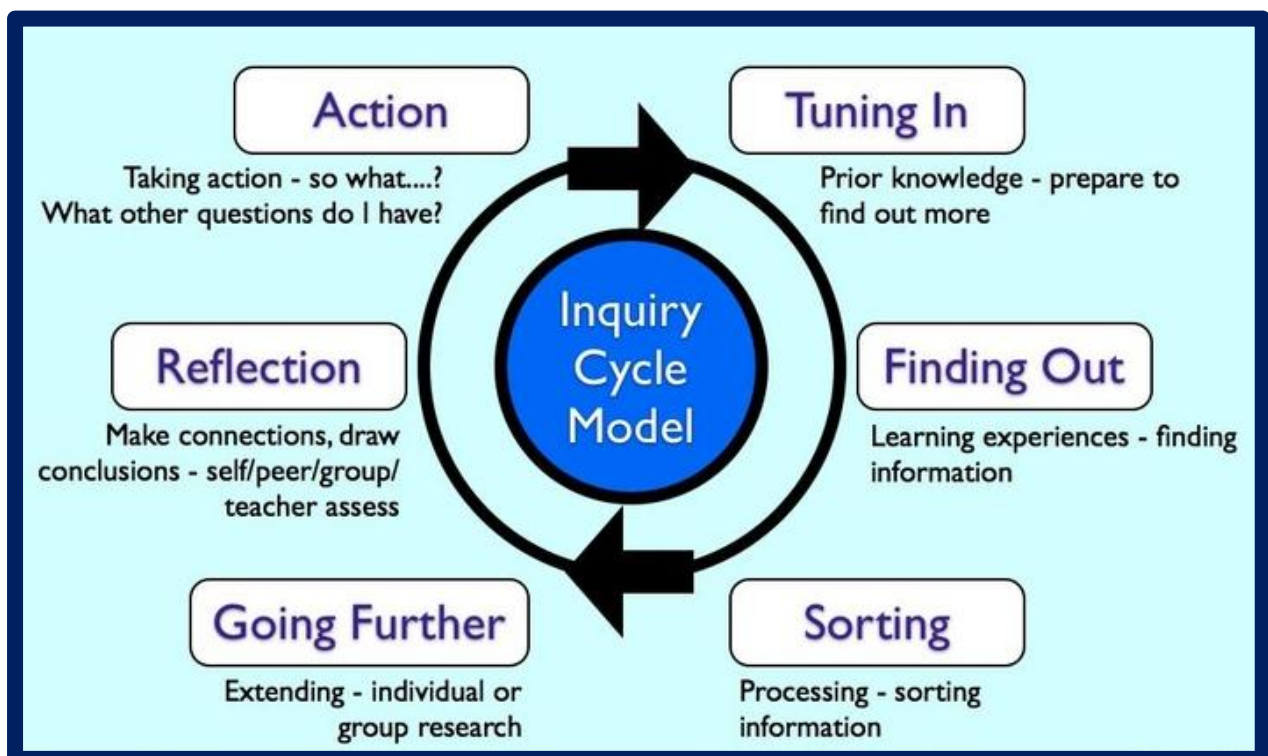


Figure 6: The Inquiry Cycle Model

ATL SKILLS

ATL SKILLS	SKILL CLUSTERS
COMMUNICATION	Communication <ul style="list-style-type: none"> - Exchanging thoughts, messages and information effectively through interaction (working with people) - Reading, writing and using language to gather and communicate information (working with information)
SOCIAL	Collaboration <ul style="list-style-type: none"> - Working effectively with others (work effectively with other people in all situation)
SELF MANAGEMENT	Organisation <ul style="list-style-type: none"> - Managing time and tasks effectively
	Affective <ul style="list-style-type: none"> - Managing state of mind - Mindfulness / perseverance / emotional management / self-motivation / resilience
	Reflection <ul style="list-style-type: none"> - (Re-)considering what has been learned; choosing and using ATL skills (think honestly about how they learn, choose, use and develop their skills)
RESEARCH	Information Literacy <ul style="list-style-type: none"> - Finding, interpreting, judging and creating information from many different sources
	Media Literacy <ul style="list-style-type: none"> - Interacting with media to use and create ideas and information (mass communication including social media)
THINKING	Critical Thinking <ul style="list-style-type: none"> - Analyzing and evaluating issues and ideas
	Creativity and Innovation <ul style="list-style-type: none"> - The skills of invention – developing things and ideas that never existed before
	Transfer <ul style="list-style-type: none"> - Utilising skills and knowledge in multiple contexts

10.0 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.

KEY CONCEPTS

- Big ideas, which form the basis of teaching and learning
- Ensure breadth and depth in the curriculum
- Promote learning within and across traditional disciplines

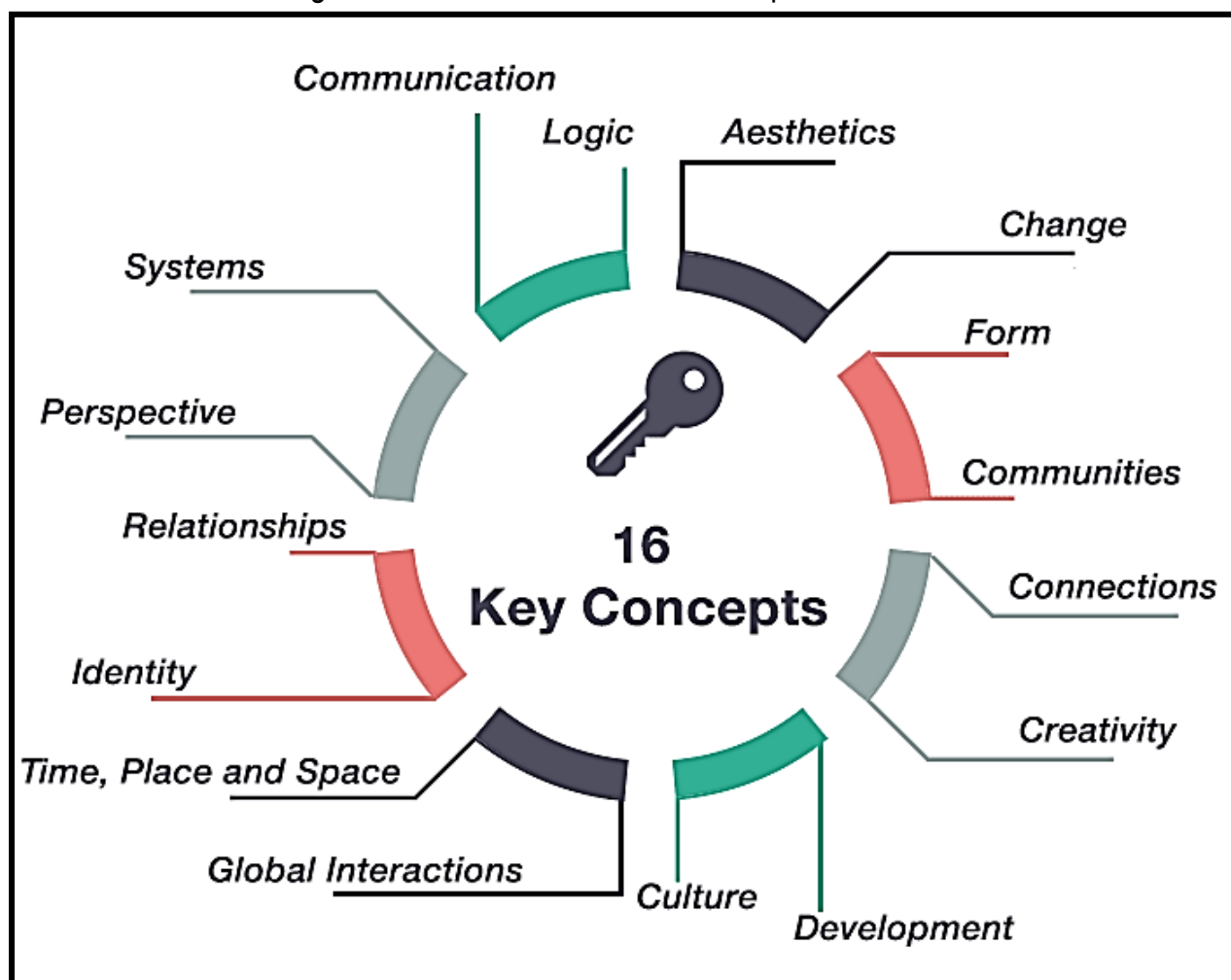


Figure 7: The Key Concepts

AESTHETICS	deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
CHANGE	a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
COMMUNICATION	the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver.

	Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
COMMUNITIES	are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
CONNECTIONS	links, bonds and relationships among people, objects, organisms or ideas.
CREATIVITY	the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
CULTURE	encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.
DEVELOPMENT	the act or process of growth, progress or evolution, sometimes through iterative improvements.
FORM	the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
GLOBAL INTERACTIONS	a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
IDENTITY	the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.
LOGIC	method of reasoning and a system of principles used to build arguments and reach conclusions.
PERSPECTIVE	the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
RELATIONSHIPS	the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
SYSTEMS	sets of interacting or interdependent components. Systems provide

TIME, PLACE AND SPACE	the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).
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RELATED CONCEPTS

- Promote depth of learning and add coherence to the understanding of academic subjects and disciplines.
- Grounded in specific subjects and disciplines, and they are useful for exploring key concepts in greater detail.
- Inquiry into related concepts helps students to develop more complex and sophisticated conceptual understanding.
- May arise from the subject matter of a unit or the craft of a subject—its features and processes

LANGUAGE AND LITERATURE			
Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme
LANGUAGE ACQUISITION			
PHASE 1-2			
Accent	Audience	Context	Conventions
Form	Function	Meaning	Message
Patterns	Purpose	Structure	Word choice
PHASE 3-4			
Audience	Context	Conventions	Empathy
Function	Idiom	Meaning	Message
Point of view	Purpose	Structure	Word choice
PHASE 5-6			
Argument	Audience	Bias	Context
Empathy	Idiom	Inference	Point of view
Purpose	Stylistic choice	Theme	Voice
INDIVIDUAL AND SOCIETIES			
GEOGRAPHY			
Causality (cause and consequence)	Culture	Disparity and equity	Diversity
Globalization	Management and intervention	Networks	Patterns and trends
Power	Processes	Scale	Sustainability

HISTORY			
Causality (cause and consequence)	Civilization	Conflict	Cooperation
Culture	Governance	Identity	Ideology
Innovation and revolution	Interdependence	Perspective	Significance
CIVIC			
Authority	Citizenship	Conflict	Cooperation
Globalization	Governance	Ideologies	Integration
Interdependence	Leadership	Power	Rights
ISLAMIC STUDIES			
Authority	Beliefs	Deity	Destiny
Doctrines	Morality	Religious feelings	Ritual & rights
Sacredness	Symbolism	Tradition	Worship
SCIENCE			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
MATHEMATICS			
Change	Equivalence	Generalization	Justification
Measurement	Models	Patterns	Quantity
Representation	Simplification	Space	Systems
ARTS			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture
DESIGN			
Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability
PHYSICAL AND HEALTH EDUCATION			
Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspective	Refinement	Space	Systems

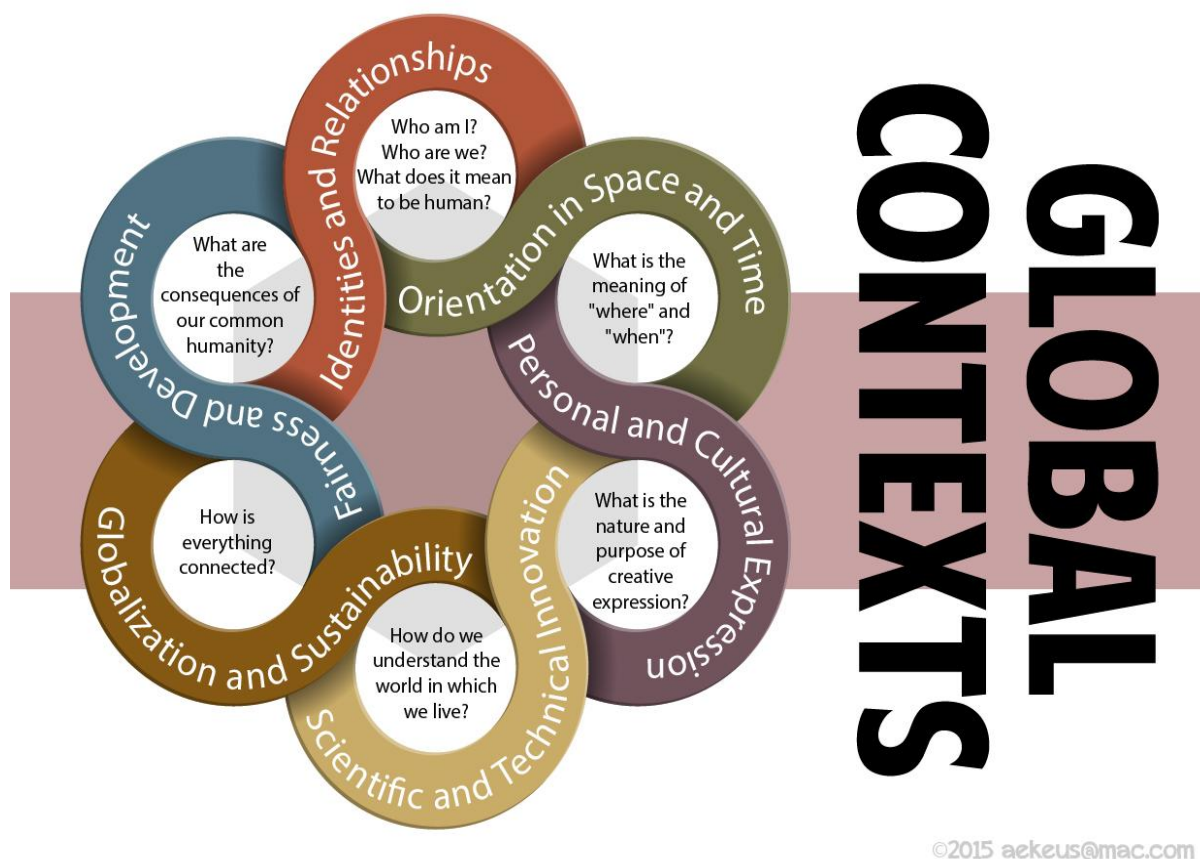


Figure 8: The Global Contexts

MYP GLOBAL CONTEXT		
IDENTITIES AND RELATIONSHIPS	Who am I? Who are we?	Possible explorations to develop:
	Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	<ul style="list-style-type: none"> • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • physical, psychological and social development, transitions, health and well-being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind

ORIENTATION IN SPACE AND TIME	<p>What is the meaning of 'where' and 'when'?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and 'big history' • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation
PERSONAL AND CULTURAL EXPRESSION	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • artistry, craft, creation, beauty • products, systems and institutions • social constructions of reality; philosophies and ways of life; belief systems; ritual and play • critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • metacognition and abstract thinking • entrepreneurship, practice and competency

SCIENTIFIC AND TECHNICAL INNOVATION	<p>How do we understand the worlds in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • systems, models, methods; products, processes and solutions • adaptation, ingenuity and progress • opportunity, risk, consequences and responsibility • modernization, industrialization and engineering • digital life, virtual environments and the information age • the biological revolution • mathematical puzzles, principles and discoveries
GLOBALIZATION AND SUSTAINABILITY	<p>How is everything connected?</p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • consumption, conservation, natural resources and public goods • population and demography • urban planning, strategy and infrastructure

FAIRNESS AND DEVELOPMENT	<p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future
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12.0 MYPIB UNIT PLANNER

Unit plans are an essential component of the MYP written curriculum and must include the following elements.

Inquiry: Establishing the purpose of the unit

- 1. Key and related concepts***
- 2. Global contexts***
- 3. Statement of inquiry***
- 4. Inquiry questions***
- 5. Subject-group objectives***
- 6. Summative assessment***
- 7. Approaches to learning (ATL)***

STATEMENT OF INQUIRY

Teachers construct the statement of inquiry for a unit by combining a key concept, one or more related concepts, and a global context for the unit into a meaningful statement that students can understand.

- represents a contextualized, conceptual understanding
- describes a complex relationship that is worthy of inquiry
- explains clearly what students should understand and why that understanding is meaningful
- can be qualified (using phrases such as “often”, “may” and “can”) if it is not true in all situations, but is still an important idea can be formulated at different levels of specificity

INQUIRY QUESTIONS

- Teachers and students develop these questions to explore the statement of inquiry in greater detail.
- Students can develop their own questions in ways that satisfy curiosity and deepen understanding.
- The strands of subject specific objectives can also be helpful in formulating inquiry questions.

FACTUAL QUESTION	CONCEPTUAL QUESTIONS	DEBATABLE QUESTIONS
<ul style="list-style-type: none">• Knowledge/ fact-based• Content-driven• Skills-related• Supported by evidence• can be used to explore terminology in the statement of inquiry• Frequently topical• Encourage recall & comprehension	<ul style="list-style-type: none">• Enable exploration of big ideas that connect facts & topics• Highlight opportunities to compare & contrast• Explore contradictions• Lead to deeper disciplinary and interdisciplinary understanding• Promote transfer to familiar / less familiar situations/ issues/ ideas/ contexts• Encourage analysis & application	<ul style="list-style-type: none">• Enable the use of facts & concepts to debate a position• Promote discussion• Explore significant ideas & issues from multiple perspectives• Can be contested• Have tension• May be deliberately provocative• Encourage synthesis & evaluation

13.0 ASSESSMENT CRITERIA

HOW DO WE ASSESS IN THE MYP?

THE MYP OBJECTIVES ACROSS SUBJECT GROUPS				
SUBJECT GROUP	CRITERIA A	CRITERIA B	CRITERIA C	CRITERIA D
LANGUAGE AND LITERATURE (Malay language)	Analysing	Organising	Producing text	Using language
LANGUAGE ACQUISITION (English language)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text	Using language in spoken or written form
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 real-life 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	Synthesising	Communicating	Reflecting

Group 1: Language & Literature

A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- ii. analyze the effects of the creator's choices on an audience;
- iii. justify opinions and ideas, using examples, explanations and terminology;
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention;
- ii. organize opinions and ideas in a sustained, coherent and logical manner;
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

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

D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression;
- ii. write and speak in a register and style that serve the context and intention; use correct grammar, syntax and punctuation;
- iii. spell (alphabetic languages), write (character languages) and pronounce with accuracy;
- iv. use appropriate non-verbal communication techniques.

Group 2: Language Acquisition

Language Acquisition skills are organized into four communicative processes:

A: Comprehending spoken and visual text

As appropriate to the phase, the student is expected to be able to:

- i. listen for specific purposes and respond to show understanding;
- ii. interpret visual text that is presented with spoken text;
- iii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

B: Comprehending written and visual text

As appropriate to the phase, the student is expected to be able to:

- i. read for specific purposes and respond to show understanding;
- ii. interpret visual text that is presented with written text;
- iii. engage with the text by supporting opinion and personal response with evidence and examples from the text.

C: Communicating in response to spoken, written and visual text

As appropriate to the phase, the student is expected to be able to:

- i. interact and communicate in various situations;
- ii. express thoughts, feelings, ideas, opinions and information in spoken and written form;
- iii. speak and write for specific purposes.

D: Using language in spoken and written form

As appropriate to the phase, the student is expected to be able to:

- i. organize thoughts, feelings, ideas, opinions and information in spoken and written form;
- ii. develop accuracy when speaking and writing in the target language

Group 3: Individuals and Societies

A: Knowing and understanding Students develop factual and conceptual knowledge about individuals and societies.

In order to reach the aims of individuals and societies, students should be able to:

- i. use terminology in context;
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through; descriptions, explanations and examples.

B: Investigating

In order to reach the aims of individuals and societies, students should be able to:

- i. formulate a clear and focused research question and justify its relevance;
- ii. formulate and follow an action plan to investigate a research question;
- iii. use research methods to collect and record relevant information;
- iv. evaluate the process and results of the investigation.

C: Communicating

In order to reach the aims of individuals and societies, students should be able to:

- i. communicate information and ideas using an appropriate style for the audience and purpose;
- ii. structure information and ideas in a way that is appropriate to the specified format;
- iii. document sources of information using a recognized convention.

D: Thinking critically

- i. In order to reach the aims of individuals and societies, students should be able to:
- ii. discuss concepts, issues, models, visual representation and theories;
- iii. synthesize information to make valid arguments;
- iv. analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations;
- v. interpret different perspectives and their implications.

Group 4: Sciences

The course objectives are closely aligned to the four science assessment criteria:

A: Knowing and understanding

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

- i. explain scientific knowledge;
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- iii. analyze and evaluate information to make scientifically supported judgments.

B: Inquiring and designing

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

- i. explain a problem or question to be tested by a scientific investigation;
- ii. formulate a testable hypothesis and explain it using scientific reasoning;
- iii. explain how to manipulate the variables, and explain how data will be collected;
- iv. design scientific investigations.

C: Processing and evaluating

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

- i. present collected and transformed data;
- ii. interpret data and explain results using scientific reasoning;
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- iv. evaluate the validity of the method;
- v. explain improvements or extensions to the method.

D: Reflecting on the impacts of science

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

- i. explain the ways in which science is applied and used to address a specific problem or issue;
- ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- iii. apply communication modes effectively;
- iv. document the work of others and sources of information used.

Group 5: Mathematics

A: Knowing and understanding

- i. In order to reach the aims of mathematics, students should be able to:
- ii. select appropriate mathematics when solving problems;
- iii. apply the selected mathematics successfully when solving problems;
- iv. solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

B: Investigating patterns

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

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

C: Communicating

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

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations;
- ii. use appropriate forms of mathematical representation to present information;

- iii. move between different forms of mathematical representation;
- iv. communicate complete, coherent and concise mathematical lines of reasoning.
- v. organize information using a logical structure.

D: Applying mathematics in real-life contexts

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

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

MYP mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

- number;
- algebra;
- geometry and trigonometry;
- statistics and probability;
- discrete mathematics.

Group 6: The Arts

Visual Art, Theatre, Music

A: Knowing and understanding

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

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology;
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts;
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

B: Developing skills

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

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied;
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking creatively

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

- i. develop a feasible, clear, imaginative and coherent artistic intention;
- ii. demonstrate a range and depth of creative-thinking behaviours;
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D: Responding

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

- i. construct meaning and transfer learning to new settings;
- ii. create an artistic response which intends to reflect or impact on the world around them;
- iii. critique the artwork of self and others

Group 7: Design

A: Inquiring and analyzing

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

- i. explain and justify the need for a solution to a problem for a specified client/target audience;
- ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem;
- iii. analyze a range of existing products that inspire a solution to the problem;
- iv. develop a detailed design brief which summarizes the analysis of relevant research.

B: Developing ideas

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

- i. develop a design specification which clearly states the success criteria for the design of a solution;
- ii. develop a range of feasible design ideas which can be correctly interpreted by others;
- iii. present the final chosen design and justify its selection;

- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C: Creating the solution

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

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution;
- ii. demonstrate excellent technical skills when making the solution;
- iii. follow the plan to create the solution, which functions as intended;
- iv. fully justify changes made to the chosen design and plan when making the solution;
- v. present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

D: Evaluating

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

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution;
- ii. critically evaluate the success of the solution against the design specification;
- iii. explain how the solution could be improved;
- iv. explain the impact of the solution on the client/target audience

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

The assessment of criterion A is often project or portfolio-based, using students' written skills.

A: Knowing and understanding

In order to reach the aims of physical and health education, students should be able to:

- i. explain physical health education factual, procedural and conceptual knowledge;
- ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations;
- iii. apply physical and health terminology effectively to communicate understanding.

B: Planning for performance

In order to reach the aims of physical and health education, students should be able to:

- i. design, explain and justify plans to improve physical performance and health;
- ii. analyze and evaluate the effectiveness of a plan based on the outcome.

C: Applying and performing

In order to reach the aims of physical and health education, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively;
- ii. demonstrate and apply a range of strategies and movement concepts.
- iii. analyze and apply information to perform effectively.

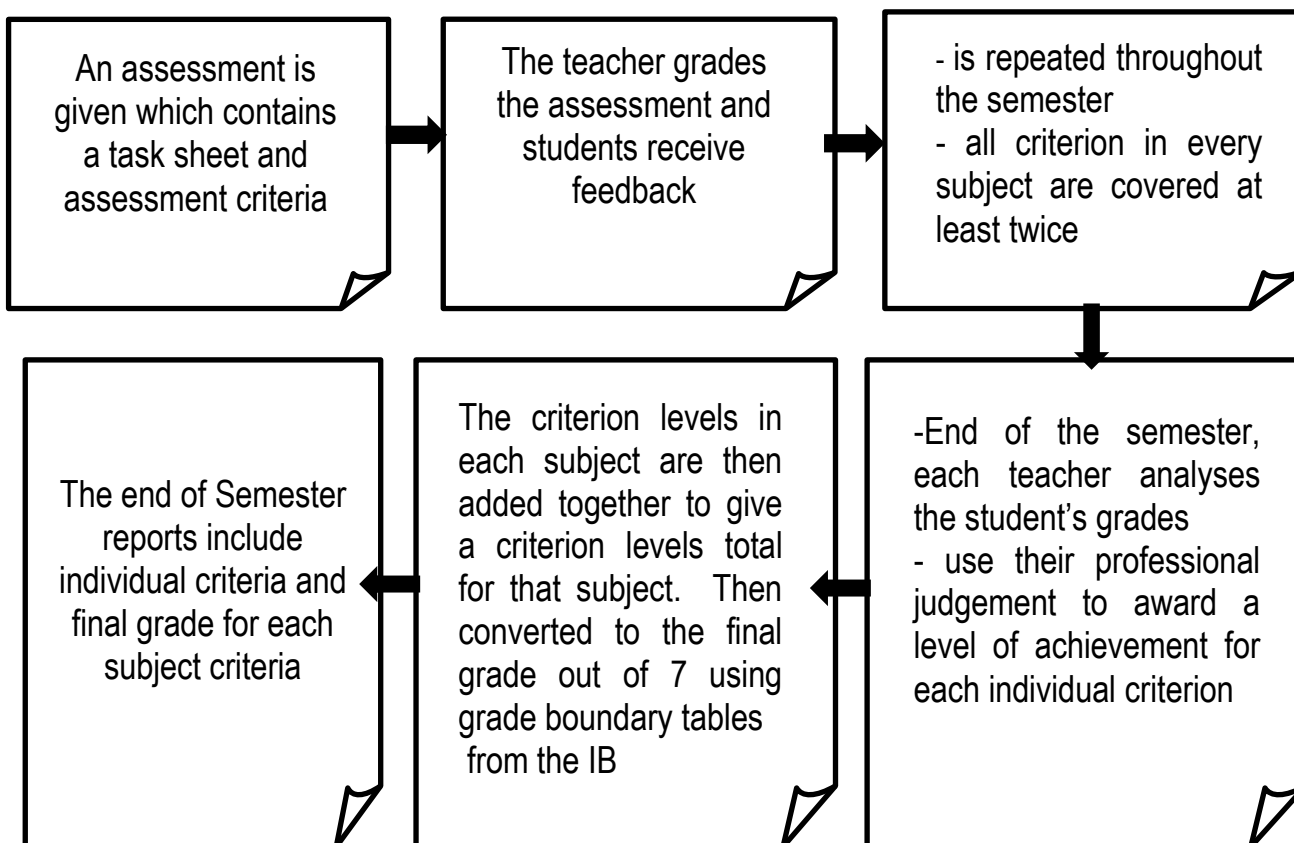
D: Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:

- i. explain and demonstrate strategies that enhance interpersonal skills;
- ii. develop goals and apply strategies to enhance performance;
- iii. analyze and evaluate performance.

FORM OF ASSESSMENT	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ul style="list-style-type: none">• Guides the learning throughout the unit. The teacher gathers, analyses and interprets the evidence gained to help improve student learning• Include quizzes, homework, group activities, class discussion, individual conversations, informal writing, essay drafts, problem-solving tasks, experiments, etc...• The feedback to help track student progress.	<ul style="list-style-type: none">• Is used to provide evidence for student understanding of the main concepts, skills and content of the unit.• MYP subject group criteria, A, B, C and D.• At the end of a stage of learning. It's the performance.• The levels of achievement are 1-8.• Levels are not averaged.• no % or grades.• The overall MYP grade, the levels for each criteria are added together.• refers to the MYP level (1-7) based on the four criteria being published.

ASSESSMENT IN ACTION



14.0 PERSONAL PROJECT

What is Personal Project?

The Personal Project **must**:

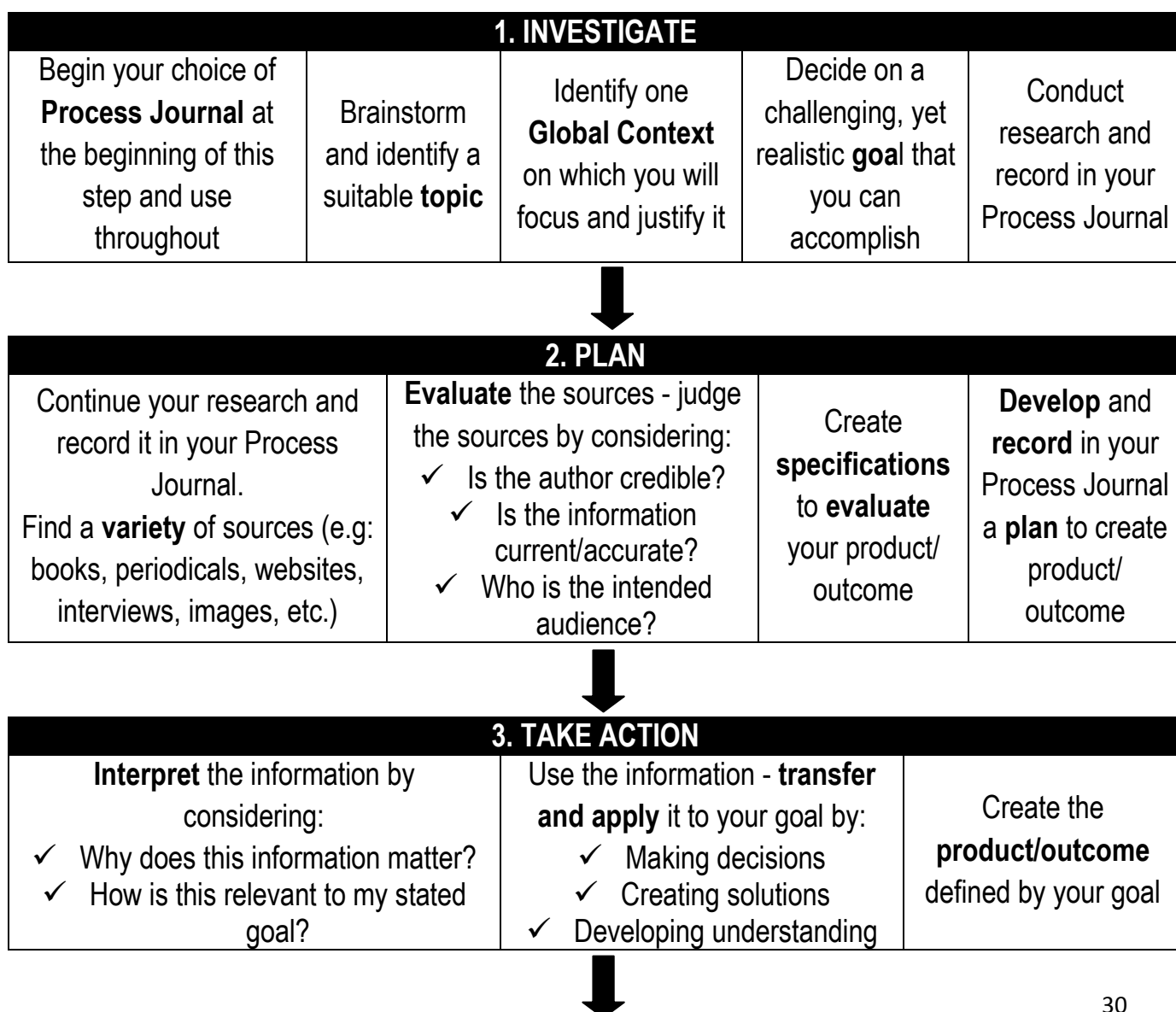
- Have a clear and achievable goal
- Focus on at least one Global Context
- Be an independent study – the students will do this on their own with the help of an adult supervisor. They are expected to spend around 25 hours on their Personal Project. **It is a program requirement.**
- Reflect the students' special interests, hobbies, special abilities, or concerns about particular issues.
- Be entirely the students' own work - they will be required to sign a document stating that the Personal Project is their own work.

AIMS

Encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a Global Context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and taking pride in their accomplishments

STEPS IN COMPLETING THE PERSONAL PROJECT



4. REFLECT			
Evaluate the product/outcome using the specifications you created in step two	Explain how completing the project extended your knowledge/ understanding	Explain how you have grown as a learner by completing the project	Explain how what you have learned has impacted your attitudes and behavior



5. REPORT			
Use your process journal to help complete the report	Organize the report according to the proper structure	Write clearly and concisely (don't use more words than necessary)	Choose 5-10 extracts from your Process Journal highlighting completion of criteria

15.0 SERVICE AS ACTION

- Action (learning by doing and experiencing) is a key component in IB programme.
- Service, as a subset of action, has always been a shared value of the IB community.
- Year 1 to 5, students are encouraged to participate in service-based activities where the students have to take action.
- They strive to be caring members of the community who demonstrate a personal commitment to service,
- Students act to make a positive difference to the lives of others and to the environment.
- Is a required activity / project
- Raising awareness of the world around students
- Involving these elements:
 1. Awareness and understanding of an issue local or global
 2. Commitment to help others
 3. Ability to show empathy

Learning outcomes for Service as Action

1. Become more aware of their own strengths and areas for growth
2. Undertake challenges that develop new skills
3. Discuss, evaluate and plan student-initiated activities
4. Persevere in action

5. Work collaboratively with others
6. Develop international-mindedness
7. Consider the ethical implications of their actions

Why Service as Action important to students?

- Provide them with the opportunity of helping their school
- Provides with the opportunities of helping their local and international community
- Apply their academic, social and personal skills to improve their surroundings
- Allow students to develop new skills, interests and talents
- Helps students to take an initiative on something they believe in
- Encourages responsible citizenship
- Make a connection between what they learn in the classroom and the community

SERVICE AS ACTION CRITERIA

INVESTIGATION	<ul style="list-style-type: none"> ▪ Identify and justify a need for service ▪ Direct action: working directly with a community ▪ Indirect action: helping those with whom you have no direct contact ▪ Advocacy: raising awareness about a cause that particularly interests you
PREPARATION	<ul style="list-style-type: none"> ▪ Collaborate with the relevant organization concerning dates, time, and your role in the project. ▪ Reflect upon what you will learn by participating in this service
ACTION	<ul style="list-style-type: none"> ▪ Take action ▪ Work hard and make the difference you can
REFLECTION	<ul style="list-style-type: none"> ▪ Upon completion of each service, complete all written materials. ▪ Share additional evidence like pictures etc. from your service
DEMONSTRATION (Optional)	<ul style="list-style-type: none"> ▪ Share your learning experience with the school/organization you helped ▪ May present a powerpoint presentation, journal, photo collage etc. to the class

16.0 POLICIES

ASSESSMENT POLICY

The SMKDSA Assessment Policy will be made available and accessible to administration, teachers, parents and students

PURPOSE :

The Assessment Policy adheres to the principles and objectives in the National Curriculum and the MYP through the support and encouragement of effective teaching and learning and collaborative planning.

The purposes of assessment at SMKDSA:

- i. Assessment is used to assess students according to MYP subject criterion.
- ii. Assessment promotes a deep understanding of subject content by supporting students in their inquiries set in real –world contexts using approaches to learning (ATL).
- iii. Assessment provides feedback to parents on students' achievements in written examination and school-based assessment.
- iv. Assessment motivates and encourages low achieving students during dialogues/one-on-one conferencing with school administrator and school counsellors.
- v. Assessment data is used to plan and carry out instruction for students support programme.
- vi. Assessment ensures that learning outcomes are aligned with the National Curriculum and the MYP.

PHILOSOPHY

We believe that :

- i. assessment should be based on principles and guidelines from the National Curriculum and the MYP.
- ii. assessment should support the school's mission and IB mission statement. The assessments designed allow students to demonstrate the IB Learner Profile, understanding of content by inquires in real-world and international contexts through global context in the MYP and be responsible for students' own learning through Approaches to Learning (ATL).
- iii. assessments should be integrated into teaching and learning, promote the development of higher order thinking skills and be able to monitor students' progress.
- iv. marks, grades and descriptors provide essential information for teachers to guide instruction, parents to help support their children's improvement and for students to recognize their strengths and weaknesses and opportunities for growth.
- v. grades obtained by students should reflect and support the holistic development of the student by including these components . This would encourage students to take ownership over their learning process, organizational skills, creativity and collaboration.

PRINCIPLES :

To ensure that assessment, evaluation, and reporting are valid and reliable and that they lead to the improvement of learning and holistic development for all students, SMKDSA teachers will ensure that :

- i. assessment is fair and transparent for all students.
- ii. assessment is ongoing, provides results in the form of grades and descriptive feedback that is in accordance to the National Curriculum and the MYP.
- iii. formative and summative assessments in the MYP Unit Planner is discussed and collaborated among teachers teaching the same form (year).
- iv. assessment is subjected to an internal process of review and moderation to ensure consistency and efficacy.
- v. assessment is consistent with the expectations of the Academic Honesty Policy.

PROCEDURES :

SMKDSA teachers will use the following school assessment procedures :

A. Planning for Assessment

- i. The procedure of assessments will be stipulated in the Assessment Guidebook.
- ii. The Assessment Guidebook will be distributed to all teachers. It will be also be accessible in the school website and the MYP Resource Room.
- iii. MYP tasks are reported with MYP grades and determined by MYP criterion.
- iv. Summative and formative assessment are integrated into all parts of planning, teaching and learning for all subjects.
- v. Teachers plan assessment tasks collaboratively at all years (forms).

B. Assessment Strategies

- i. Teachers will collaborate to standardise the marking of assessment to ensure the consistency in the award of summative MYP criterion level of achievement.
- ii. Teachers use a variety of assessment strategies to allow students to demonstrate their understanding and learning of the topic or learning area.
The strategies are :
 - *observation
 - *selected response
 - *open-ended tasks
 - *performance
 - *process journals
 - *portfolio assessment
- iii. Assessment focuses on both the learning process and the final demonstration of learning by each student.

- iv. Assessment tasks will be specific to MYP objectives, although various categories of task exist that broadly represented by the following list :
 - Compositions – musical, physical, artistic
 - Creation of solutions or products in response to problems
 - Essays
 - Questionnaires
 - Investigations
 - Research
 - Performances
 - Presentations – verbal (oral or written), graphic (through various media)
- v. Clear instructions and assessment methods/rubrics will be provided to students in advance of the tasks and criterion of assessment as a guide to students of what is expected of to do their best.
- vi. Summative assessments are evaluated using task specific rubrics designed by the Malaysian Examination Syndicate and the MYP criterion.

C. Analysis of Assessment

- i. Records of assessment are kept to provide valid and ongoing information to stakeholders.
- ii. Assessment data is collected after summative assessment 2 times a year i.e. in June and November.
- iii. Assessment data is used to set goals that address students' learning needs, plan curriculum, increase effective teaching and overall student learning.
- iv. Assessment data is used to support, counsel, and motivate students (where necessary), in order to ensure that all students are given an equal opportunity for success.

D. Feedback on Reporting on Assessment

- i. Feedback is provided to parents on students' achievements in written examination (using the National Assessment) and school-based assessment (using MYP assessment criterion). By offering specific feedback that highlight students' strengths and addresses area of improvement, we can help students reflect and set goals so that they can move to the next level of achievement.
- ii. Descriptive feedback on assessments will be given at appropriate times in order to allow students to measure their progress and improve (Form 1 – Form 5).
- iii. One-on-one conferencing (students, counsellors and administrators) is scheduled at least twice a year (Form 3 and Form 5).
- iv. Feedback to discuss summative assessment results will be carried out at least twice a year for Form 3 and Form 5 students during scheduled parent-teacher conferences.

E. Determination of final grades.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describe the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue

until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance. (MYP: From principles into practice, p 83)

LANGUAGE POLICY

RATIONALE :

Learning a language is a valuable part of every child's education as it is vital to exploring and sustaining personal development, cultural identity and intercultural understanding. It also has cognitive benefits , i.e. the way in which the skills learnt in language lessons transfer to other curriculum subjects and can therefore improve overall academic performance. Language then, is central to learning, as well as literacy, and is thus closely related to success in school.

DEFINITIONS :

- i. Language of instruction:
The language in which the school's lessons is delivered. The language of instruction is Malay. This can also be referred to as the school's Language and Literature (MYP). Throughout this document, however, it will be referred to as the language of instruction.
- ii. Second Language :
English language is the second language which is learned by all students. This can also be referred to as the school's language acquisition (MYP). Throughout this document, it will be referred to as the second language.
- iii. Mother Tongue :
It refers to the language that a student first learned to speak. The school offers Chinese language to the Chinese students while Tamil is offered to the Indian students.
- iv. Foreign Language :
German is offered as an elective subject for students who are interested to learn the language from Year 1 – Year 5.

PHILOSOPHY

Learning a language is central to intellectual, social and emotional development and the basis to develop traits of the International Baccalaureate (IB) Learner Profile. Students achieve their

potential when they use the language effectively through inquiry, reflecting and communicating in a variety of contexts and purposes. Thus, the development of attributes of the Learner Profile involves the acquisition of language concepts, understandings, skills and attitudes. This will enable students to:

- interpret the world around them
- communicate effectively
- feel confident and be open-minded
- inculcate a love for learning
- express their opinions and views and respond to the thinking of others
- understand, tolerate and appreciate other cultures and perspectives

The school places importance on language learning, including the language of instruction, second language, mother tongue and other language. Thus we believe that :

- i. every teacher is a teacher of language and supports the language development of each student.
- ii. teachers expose students to a range of cultural perspectives and foster intercultural understanding and appreciation through listening, speaking, reading and writing activities.
- iii. the approach to teaching and learning any language must differentiate to cater to students of different proficiency, abilities and capabilities.
- iv. language learning support should take place inside and outside of the classroom.
- v. the Language Policy be reviewed annually.

GUIDELINES :

LANGUAGE PROGRAMME STRUCTURE

Malay and English are compulsory subjects in all National Secondary schools (Sekolah Menengah Kebangsaan, SMK).

Language of Instruction (Malay)/Language and Literature:

- i. The language of instruction for all subjects in all forms (Form 1 to Form 5) is Malay except subjects for the second language, mother tongue and foreign language.
- ii. English is the language of instruction for Science and Mathematics for Dual Language Programme . (Form 1 :1 class, Form 2: 1 class, Form 3: 2 classes, Form 4 : 1 class)
- iii. Malay Language is the Language and Literature subject offered in our school.
- iv. The literature component in the Malay Language has a world literature component as per course requirements.
- v. Teachers will concentrate on each of the macro skills of language: listening, speaking, reading, writing, viewing and presenting. These language modes are very much interactive and interrelated.

Second Language (English)/Language Acquisition:

- i. All students learn a second language i.e. the English language.
- ii. Teaching and learning in the language acquisition subject group is organized into six phases. (Refer to MYP Language Acquisition Subject Guide)
- iii. The phases represent a developmental continuum of additional language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.
- iv. In Language Acquisition, students sit for screening test to identify proficiency level and to determine their phases.
- v. Teachers need to be alert of students' language profiles. With this acknowledgement, teachers will be able to foster further development of the language.
- vi. Different type of learning materials will be given to students based on students' proficiency and capabilities.
- vii. More proficient students are also encouraged to do independent task
- viii. In Language Acquisition, as students progress through the six phases, they are expected to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

Mother Tongue (Chinese and Tamil):

- i. Chinese and Indian students attend Chinese and Tamil classes respectively.
- ii. In order to facilitate time-tabling, Chinese classes are conducted concurrently with Islamic studies for Malay students.
- iii. The Chinese class is conducted by a teacher in the school and is allocated three (3) periods a week @ 30 minutes per lesson in the main time-table.
- iv. The Tamil class is conducted by a qualified teacher appointed by the State Education Department. The class is held once a week using the school premise. The class is held outside the main time-table i.e. from 3.00 pm – 5.00 pm.
- v. Students doing mother tongue languages have public examinations at Form 3 and Form 5. These examinations are not compulsory. Students may opt not to sit for them although they are encouraged to do so.
- vi. Mother Tongue is not part of the Language Acquisition programme.

Foreign Language (German):

Students who are interested to learn a foreign language are introduced to German. Only one class offer German in each year level. The time allocated is three (3) periods a week @ 30 minutes per lesson.

- i. Students taking German would sit for an examination in Form 5.
- ii. Foreign Language is not part of the Language Acquisition programme.

LANGUAGE PROFILE

- i. Parents will be asked to complete a language profile form in order to establish each student's language background during registration day.
- ii. Teachers regularly monitor student's language proficiency

RESOURCES

- i. Resources in the languages are provided in the school library
- ii. The need for resources is discussed and identified by media teacher, teachers and students.
- iii. Access to the internet is available to all teachers and students at the computer labs, library and teachers staff rooms.

LANGUAGE LEARNING SUPPORT

Language support takes place inside and outside of the classroom. All teachers are aware of their role as language teachers promoting language skills that are necessary for students to access content, and express their learning in a variety of way.

- Approaches to learning (ATL) is introduced by the school counsellors and reinforced by teachers in the classrooms.
- All teachers are, in practice, language teachers with responsibilities in facilitating communication.
- Teachers expose students to a range of cultural perspectives and foster intercultural understanding and appreciation.
- Listening, speaking, reading and writing language knowledge and skills are developed through meaningful and engaging experiences.
- Parents are encouraged to arrange classes during weekend for students with a low competence in any language.

CO-CURRICULAR ACTIVITIES

- i. Teachers identify students who are competent to participate in competitions such as debates, drama, singing, public speaking, choral-speaking, writing and other related activities organized by the school, at zone, district, state, national or international level.
- ii. Students are encouraged to take part in these competitions and teachers guide students in achieving their potential.
- iii. The school celebrates student's achievement by providing certificates of appreciation to students.

ACADEMIC HONESTY POLICY

INTRODUCTION

At SMK Dato' Sheikh Ahmad, Academic Honesty is a school priority and will ensure all teachers and students understand and value this attribute. Hence, students will be provided with the knowledge and skills to apply concepts related to this attribute to their work.

In accordance with the IB Learner Profile, students must strive to be “principled” with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”. This should be demonstrated through the student’s work, which not only should reflect their own creativity, and abilities but also their capability to acknowledge the contribution of others.

All teachers are committed in promoting academic honesty in a positive and practical way. Thus, the purpose of this policy is to define academic honesty and the procedures and practices that will guide our implementation.

This policy is subject to annual review and revision by the MYP IB Committee.

DEFINITIONS

- i. **Academic Honesty** is defined as an authentic piece of work based on one's original ideas and work of others fully acknowledged.
- ii. **Collaboration, Cooperation and Creativity** is defined as legitimate co-operation where students may need to work as a group to collaborate on a project, sharing materials or data collected and discussion of material. Examples of legitimate co-operation and collaboration include:
 - i. informal/formal discussion groups
 - ii. discussions of general themes or concepts
 - iii. interpretation of data
- iii. **Intellectual Property** refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images and designs used commercially. This would include different forms of property rights, such as patents, registered designs, trademarks and copyright.
Rights related to copyright include literary and artistic works in novels, poems, plays, films, musical works, drawing, paintings, photographs, sculptures and architectural designs. Forms of intellectual and creative expression must be respected and are protected by law.

ACADEMIC DISHONESTY

- i. **Plagiarism** is defined as the representation of ideas or work of another person as the student's own, including copying text or works of art without proper acknowledgement.
- ii. **Collusion** is defined as supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

- iii. **Cheating** is defined as an act of deceit , fraud, distortion of improper use of another person's effort to obtain an educational advantage.
- iv. **Any other behaviour** which may result in someone gaining an unfair advantage over another or that affects the results of another student (falsifying data, misconduct during an examination)

ROLE OF TEACHERS

- i. Provide guidance to students by giving specific requirements as well as written examples of proper citation of a variety of sources in all subject areas.
- ii. Reinforce academic honesty by providing assessment tasks that require inquiry and creativity, stress on proper research skills and acknowledgement of other's work in the classrooms.
- iii. Class teachers identify work that may not be the authentic work of the student. A teacher may question a student on the content of the essay or task to determine whether the work submitted is that of the student.
- iv. Provide support in research and study skills (with the help of counsellors)
- v. Highlight the importance of academic honesty and explain the risks of violating it in the context of their subject.

ROLE OF LIBRARIANS

- i. School librarians play an important role in promoting academic honesty in the school and teaching of research skills to students.
- ii. Students, teachers and parents can seek resources and advice on correct referring and treating the work with others with respect and integrity.
- iii. The school librarian should occupied the library with important resources for the teaching of the correct use of APA (American Psychological Association) referencing and citation conventions.

ROLE OF COUNSELLORS

- i. Provide further advice and guidance to students on implementing the Academic Honesty Policy.
- ii. Give students instructions for research paper writing methods, guidelines on reading and writing skills and good practices without committing malpractice.
- iii. Develop training session on citation to students.

ROLE OF STUDENTS

- i. Responsible for completing their own work and engaging in authentic research, with proper citation of resource materials.
- ii. Adhere to rules and regulations relating to school examinations.
- iii. Adhere to both SMKDSA and IB ethical guidelines and act with integrity and honesty.
- iv. Take responsibility for their own actions and accept the consequences of academic dishonesty.

ROLE OF PARENTS

- i. Develop an understanding of academic honesty in the school setting and beyond. Parents should read this policy and understand what academic honesty and dishonesty are. They should also be aware of what are the consequences of academic dishonesty.
- ii. Encourage their children to adhere to the school's academic honesty policy.
- iii. Provide support by monitoring children's work at home such as use of computer, homework and written tasks.

PROCESS AND PROCEDURE FOR IMPLEMENTATION OF THE POLICY

- i. The Academic Policy has been developed in accordance with the MYP IB general regulations.
- ii. The policy will be given to all teachers and students at the beginning of the year.
- iii. Parents will be briefed on the Academic Honesty Policy, their responsibilities and role during Registration Day and Parents-Teachers conference(s) at the beginning of the year.
- iv. The school uses the American Psychological Association (APA) conventions for citation of others work. Students and teachers should refer to Appendix 1" for details of the school's citation conventions.
- v. The school will use a variety of methods to help detect academic dishonesty. Cases must be reported to the Senior Assistant of Students' Affairs.

CONSEQUENCES OF ACADEMIC DISHONESTY

- i. Consequences for academic dishonesty are addressed in the school's discipline policy and shall be handled accordingly.

Sometimes student(s) may unintentionally commit an act of academic dishonesty. For example, student(s) find themselves unwittingly committing collusion by sharing work with their friends, not knowing that their work will be copied.

These student(s) would not be subjected to procedures of academic dishonesty but given a warning and advice not to commit the same offence in future.

ii. Any case of academic dishonesty will be dealt with by procedures which would ensure equity; consistency, procedural fairness, timely resolution of the case and achievement of appropriate and effective outcomes.

iii. List of penalties to students in the event of academic dishonesty are as follows :

1. Plagiarism and Collusion dealt by subject teacher.

Oral reprimand. Student is asked to redo work and, provide feedback on the work based on the criterion. The penalty is not including the grade when considering a student's final grade.

2. Cheating / falsifying data is dealt by subject teacher and disciplinary board. Parents will be informed of misdemeanor and it will be recorded by the disciplinary board.
Student would have to re-do task.

INCLUSION POLICY

INTRODUCTION

SMK Dato' Sheikh Ahmad has responsibility to provide equal access to the curriculum for all students, regardless of individual abilities and needs. MYP teachers in this school will be able to give all our children the opportunity to reach the highest level of their personal achievement. Students with special educational needs are identified from the reports made by the year level leaders and subject teachers available in the school assessment results. Subject teachers, school counselors and school administrators are responsible to give support to these students.

AIMS

The potential of each student, regardless of ability and background, will be achieved within the framework of the following aims:

- i. to assist students in overcoming learning difficulties when these occur
- ii. to promote a caring atmosphere in the school which encourages the pursuit of excellence and stable relationships can be formed.
- iii. to enable each student to develop his/her skills and to develop an attitude of inquiry in acquiring these skills.
- iv. to encourage in the students a sense of self responsibility, sense of responsibility to the school and outside community
- v. to give all students an awareness of their own worth, a sense of achievement and enjoyment in their own development.
- vi. to prepare young people fully for the world of work, or further study, on leaving school

PRINCIPLES

1. All students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
2. We provide a stimulating learning environment across the whole curriculum which maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.
3. We place great emphasis on the responsibilities of all teachers to be aware of and provide for students with special educational needs.
 - i. Helping students to be well-disciplined
 - ii. Equipping students with skills, knowledge and attitudes necessary to succeed as individuals and as responsible members of the society
 - iii. Using flexible and differentiated teaching methods
 - iv. Overcoming potential barriers of learning and assessment
 - v. Monitoring students' progress and communicate with their parents about the progress.
 - vi. Providing pastoral care, support and guidance
4. We offer equality of opportunity to all group of students within the school. These group include:
 - * boys and girls
 - * multiracial students
 - * students who have attitudes problems
 - * students who're gifted and talented
 - * students with behavior and discipline issues
 - * students who have lower cognitive difficulty in learning than the majority of students in the same form
 - * students from families in crisis or under great stress

PROCEDURES

1. Subject teachers are advised to provide a range of learning approaches for achieving common goals.
2. Teachers use differentiation to support the students with special needs. Differentiation approaches include the grouping of students based on their learning abilities, discipline, attitudes and language acquirements.
3. Teachers take account of students' family background, disability and linguistic needs in classroom practice.
4. Class teachers take the lead role in monitoring the attainment, learning, behavior and well-being of students in their class. This information is recorded , students achievement and needs will be discussed during teacher-parent meeting.
5. Learning support is given in class as well as outside the main timetable by the subject teachers.
6. Students with personal or family problems will be referred to the school counselors.

7. School counselors provide services as personal, social, educational, consultation, ATL and career guidance directly to students.
8. Counselors ensure opportunities are given to students to show what they know, understand and can do through the pastoral programme.
9. School involve parents in ensuring students' progress.
10. School invites speakers (counselor or professional motivators) from the surrounding community to motivate and inspire students in academic or future careers at least twice a year. This is coordinated and handled by the counseling unit and the form coordinators.
11. Collaboration and consultation with class teachers, subject teachers, form coordinators, counselor and parents or guardians during Parents-Teachers Conference at least twice a year.
12. The Inclusion Policy will be made available to all stakeholders through the school website.

This policy is subject to annual review and revision by the MYP IB Committee.

17.0 THE PROCEDURES OF PASTORAL PROGRAM

The class coordinator, class teachers, subject teachers and counsellors will use the following procedures if the students are identified as in need of learning support.

1. Using the students' information to perform appropriate learning support for students and focuses on actions to support student learning in the classroom.
2. To provide continuous observation and evaluation and feedback on student achievement.
3. Ensuring that the opportunity given to students to show what they know, understand and can do through counselling program.
4. Involve students in planning and timely in meeting the needs of pupils.
5. Involve parents in ensuring the progress of pupils.
6. In cooperation with government and private agencies.
7. Consulting thoroughly with parents in improving student achievement.

EARLY IDENTIFICATION

Assessment is an ongoing process that can identify students who need learning support through:

1. Evidence of teachers' observation and the interpretation of MYPIB
2. Class teacher
3. Class coordinator
4. Parents' reference
5. Peers' reference
6. Counsellor

LIST OF PASTORAL PROGRAM TEST

1. Personality test conducted by school counsellors for students to study the attitudes and interests of students.
2. Healthy mind tests conducted by school counsellors to study emotional intelligence, anxiety, stress and action.
3. Physical exam (segak) conducted by the faculty of physical education to all students to study cardiovascular conditions, agility and strength.
4. Psychometric testing and learning styles are run by counsellors to review the student's interests, learning styles and intellectual and career interest.

MONITORING STUDENTS' PERFORMANCE

Based on the teaching and learning, teachers see a number of issues arising under the unfavourable student achievement. Steps are being taken to improve:

1. Receive referrals from teachers, supervisors, class, year level coordinator, and parent.
2. Students are called to identify the issues students.
3. Session individual counselling or group counselling sessions conducted.
4. Consultation conducted if the parents need.
5. Teachers' consultation also will be included
6. The development of student is seen from time to time in terms of behaviour, career development and social skills.

PROGRAM / SPECIAL ACTIVITIES ORGANIZED FOR IMPROVEMENT PASTORAL PROGRAM

- Development of students 'personality
- Increase self discipline students
- Students' career management
- Students' psychosocial and mental wellness

- Lovable teachers
- Mentor mentee
- Program visiting cakna
- Psychometric program
- Dormitory program
- Parents' consultation
- Students 'welfare

HEALTH WELFARE STUDENT FOCUSED COUNSELLING PROGRAM

- Special needs students program
- Excellent students program
- Individual counselling and group counselling
- Tutoring individual and group
- Peer counsellors

