

Academic Year  
2026/2027  
**High School Program  
of Studies**



**الخور Al Khor**  
أكاديمية قطر Qatar Academy  
عضو في مؤسسة قطر  
Member of Qatar Foundation



# Table Of Contents

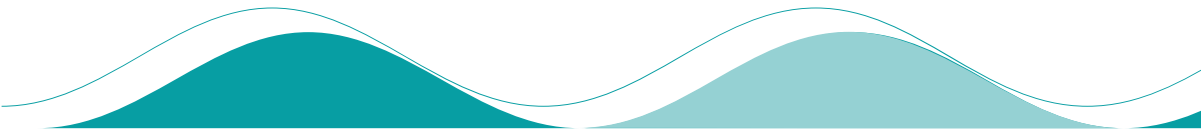
## Welcome Letter

## General Information

- The School Day
- Graduation requirements
- Promotion at QAK High School
- Access to IBDP
- Academic Pathways at QAK
- Course Registration
- Course Withdrawal
- Inclusion

## Course Offerings

- English Department
  - Arabic Department
  - Islamic Studies Department
  - Mathematics Department
  - Science Department
  - Individuals & Societies Department
  - Design and Technology Department
  - Arts Department
  - Physical & Health Education Department
  - MYP Core
  - DP Core
- 



## Vision

To empower students to be open-minded, inquiring and knowledgeable life-long learners who are able to adapt to an ever-changing world through intercultural understanding and respect. We envision our future leaders as courageous problem-solvers who will make a positive difference to the world.

## Mission

To create a safe yet dynamic learning environment that inspires innovation. QAK empowers learners to think critically as compassionate and principled global citizens grounded in Arab values while celebrating Qatari National heritage and culture.

## Core Values

- Respect
- Responsibility
- Empathy
- Integrity
- Agency

## Definition of Learning

Learning at QAK is an innovative and inquiry-based process that is conceptual, engaging, collaborative, and impactful.



# Welcome

Dear Parents,

Welcome to Qatar Academy Al Khor! We are delighted to have your child join our high school community, where they will embark on a path of academic and personal growth through the International Baccalaureate Middle Years Programme (IBMYP) and, in their final years, the prestigious International Baccalaureate Diploma Programme (IBDP). These programs are designed to inspire curiosity, foster critical thinking, and prepare students for success in a fast changing world.

Our **Program of Studies** serves as a comprehensive guide for students as they navigate their high school experience. It provides detailed descriptions of course offerings, including core subjects, electives, and enrichment opportunities. Each course includes clear prerequisites to help students select pathways that align with their abilities and aspirations. Through the IBMYP, students engage in inquiry-based learning across a broad range of disciplines, while the IBDP offers a rigorous curriculum emphasizing academic depth, research, and critical reflection, ensuring they are well-prepared for university and beyond.

We value the partnership between parents and the school as a cornerstone of student success. Your support and involvement will play a vital role in your child's achievements, and we encourage you to stay connected with us throughout the year. Together, we can ensure that your child thrives in a positive and nurturing environment that celebrates both individual and collective accomplishments.

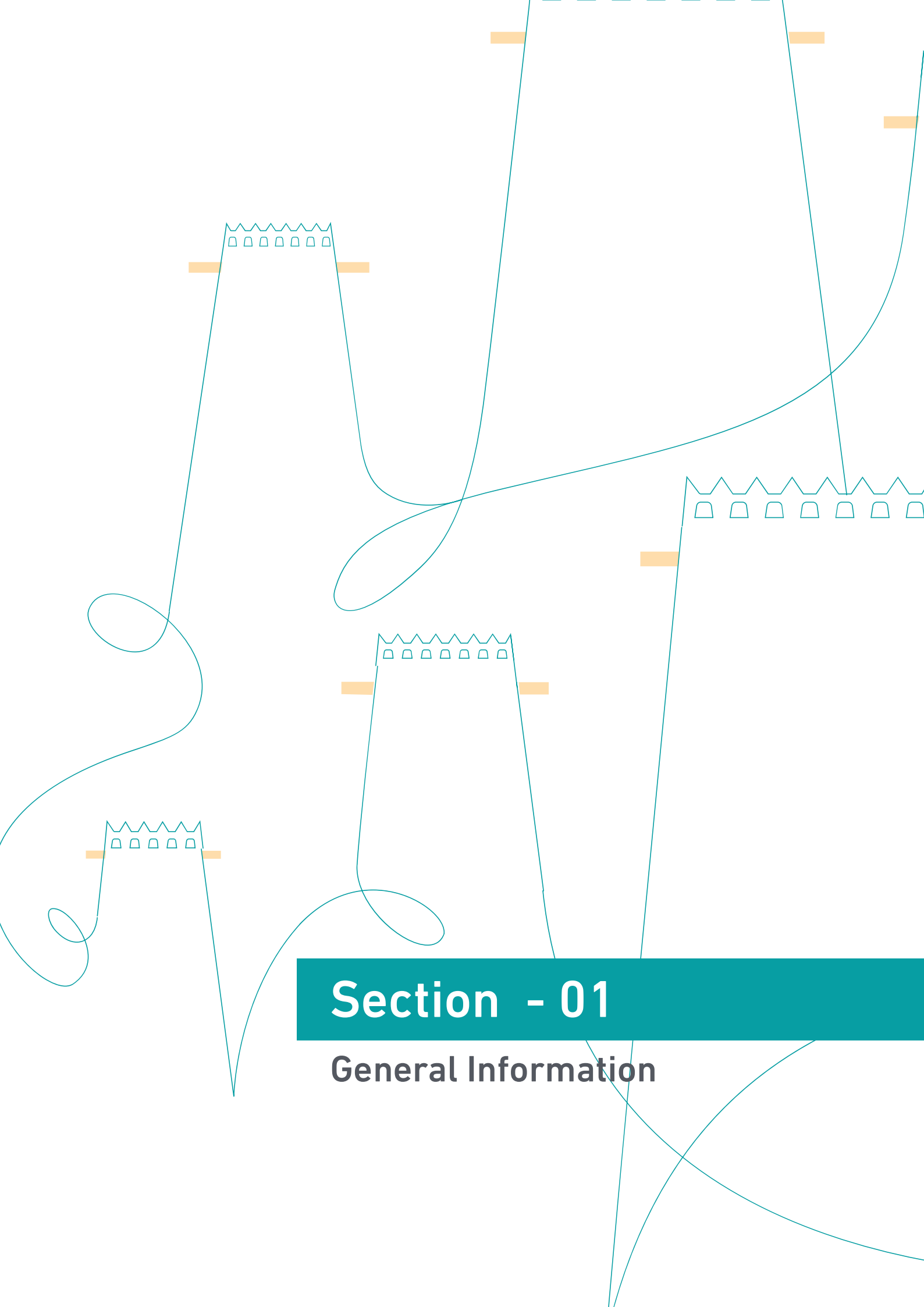
We look forward to a rewarding year ahead and are excited to work with you in supporting your child's aspirations. Please do not hesitate to reach out with any questions or to get involved in the life of our school.

Warm regards,

**Samah Ghanem**

Senior School Principal



The background features several thin, teal-colored lines that meander across the page, some forming loops and others extending towards the edges. Interspersed among these lines are small, solid orange rectangles. Some of these rectangles are positioned near stylized, teal-outlined structures that resemble small buildings or fortifications with crenellated tops. The overall aesthetic is minimalist and modern.

# Section - 01

## General Information

## General Information

The school day begins at 7:00 a.m. and ends at 2:00 p.m. The daily schedule includes six lessons, each lasting 55 minutes. After School Activities are optional and take place from 2:00 p.m. to 3:00 p.m. for those who wish to participate.

## Graduation Requirements

Credits measure students' academic progress and determine their eligibility for grade promotion and graduation.

**1.0 Credit:** Completion of a full-year course with four lessons per week.

**0.5 Credit:** Completion of a semester-long course or a course with two lessons per week.

The graduation requirements include:

- A minimum of 24.5 total credits earned from Grades 9 to 12.
- Required credits distributed as follows: English - Arabic A - Mathematics - Sciences-Individuals & Societies - Islamic Studies and IB Core: TOK, CAS, and EE.
- Elective courses such as Art, Design, PHE, and Personal Project

| Subject                   | Minimum Credits | Required for IBDP |
|---------------------------|-----------------|-------------------|
| English                   | 4               | 4                 |
| Arabic                    | 4               | 4                 |
| Math                      | 3               | 4                 |
| Sciences                  | 3               | 5                 |
| Individuals & Societies   | 2               | 3                 |
| Islamic Studies           | 2               | 2                 |
| Design/Art                | 1               | 1                 |
| PHE                       | 1               | 1                 |
| Additional subjects in DP | 2               | 2                 |
| MYP Core                  | 0.5             | 0.5               |
| IBDP Core                 | 1               | 1                 |
| Total                     | 24.5            | 27.5              |

## Promotion at QAK High School

QAK academic and promotion policies are designed to ensure that students meet rigorous academic standards while providing pathways for course recovery and conditional advancement. These policies emphasize continuous assessment, attendance, and achievement across required courses, elective subjects, and various pathways.

### Grade 9

In grade 9, students are evaluated based on their performance in core required courses (Math, English, Arabic, Science, I&S/QH, and Islamic Studies) and elective subjects (Design, Arts, and PhE). Promotion criteria include:

1. Course Attendance: Students must attend at least 90% of the course.
2. Cumulative Achievement: Students must achieve a total of at least 30/56 across all MYP courses.
3. Limit on low Achievement: Students may not have more than two required courses at level less than 4
4. Islamic studies- pass

### Pass Conditions

- ☑ Students meeting all criteria are promoted to the next grade level.
- ☑ Conditional Pass: If a student is missing only one condition, their case will be evaluated by the school's academic guidance committee. An individual Improvement Plan will be created to ensure success in the following years.
- ☑ Repeat/Exit: Students missing two or more conditions must either repeat the grade or transfer to another school.
- ☑ Islamic Studies: Passing grade 3

### Grade 10

In grade 10, students are evaluated based on their performance in core required courses (Math, English, Arabic, Science, I&S/QH, and Islamic Studies) and elective subjects (Design, Arts, and PhE). Promotion criteria include:

1. Attendance and Achievement: Overall attendance is 90+%
2. Obtain a cumulative total of at least 30/56 in the 8 MYP courses AND
3. No more than 2 non-elective courses are below level 4 AND
4. Islamic Studies - Pass

## Access to IBDP

Students must achieve a minimum score of level 4 in seven or more MYP subjects, with no subject scoring below level 3. Students who do not meet these criteria will be required to sit for a make-up test in August to attain the required level for entry into the IBDP.

## Pass Conditions

- ☒ Students meeting all criteria are promoted to the next grade level.
- ☒ Conditional Pass: If a student is missing only one condition, their case will be evaluated by the school's academic guidance committee. An individual Improvement Plan will be created to ensure success in the following years.
- ☒ Repeat/Exit: Students missing two or more conditions must either repeat the grade or transfer to another school.
- ☒ Islamic Studies: Passing grade 3
- ☒ Students needing course recovery for Grades 9 and 10 may be placed in the High School Diploma pathway.

## Credit Recovery

High school students who fail to earn credit for a course due to incomplete work or a failing grade (achieving a level of one) will be required to complete a credit recovery course through VHS or another platform approved by the school administration. Upon successful completion of the course, the student must submit a certificate as proof. The student will then sit for a school-administered test to confirm the credit recovery. This process must be completed before the graduation period.

## Academic Pathways at Qatar Academy Al Khor

At Qatar Academy Al Khor, graduation requirements are designed to ensure that students achieve academic excellence while meeting international and local standards. QAK follows the IB curriculum framework and prepares all students to graduate with a full IB Diploma.

### 1. Full IB Diploma Program (DP)

This rigorous pathway is internationally recognized and highly regarded by universities worldwide. Students must meet the following requirements:

1. **Completion of six IB subjects over Grades 11 and 12, including:**
  - Arabic Language & Literature or Literature or English Language & Literature
  - English Language Acquisition
  - Individuals & Societies (Business, Geography, History, Digital Society, ESS, Global Politics, Psychology)

- Sciences (Physics, Chemistry, Biology, ESS, Design Technology)
  - Mathematics (AI or AA)
  - Visual Arts
2. A combination of three subjects at the Higher Level and three subjects at the Standard Level.
  3. Completion of Theory of Knowledge, an Extended Essay, and Creativity, Activity, and Service.
  4. **Achievement of at least 24 total points (maximum 45 points), adhering to the following:**
    - No grade lower than a 2 in any subject.
    - A minimum of 12 points in HL subjects and 9 points in SL subjects.
    - A minimum grade of D in both TOK and EE.
  5. Fulfillment of Islamic Studies requirements as mandated by the Ministry of Education and Higher Education (MoEHE).

## 2. High School Diploma with IBDP Courses

Grade 11 students who struggle to meet the expectations of the IBDP will be re-evaluated on a case-by-case basis by the Academic Guidance Committee. They may be referred to the Learning Support Team for further advice on transferring to a High School Diploma with an IBDP Courses track.

## GPA for the High School Diploma

| Weighting of GPA | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|------------------|---------|----------|----------|----------|
|                  | 1       | 2        | 3        | 4        |

## External IB exams equivalence

| DP SL Exam Grade        | 3   |     | 4 |     | 5 |     | 6   |   | 7 |   |
|-------------------------|-----|-----|---|-----|---|-----|-----|---|---|---|
| DP HL Exam Grade        |     | 3   |   | 4   |   | 5   |     | 6 |   | 7 |
| Exam Weighted Level GPA | 2.3 | 2.6 | 3 | 3.3 | 4 | 4.3 | 4.7 | 5 | 5 | 5 |

## Course Registration

Grade 10 course registration for the following year occurs in Semester 2 of the current academic year. Provisional acceptance into a course is based on current performance in the prerequisite subjects. However, final course registration depends on meeting the course prerequisites as reflected in the End-of-Year Report.

## Course withdrawal

We aim to ensure that all students make informed decisions about course selection, minimizing the need for course changes. However, if a student wishes to change a course, this must be done within the first two weeks of the course. The following steps must be followed to request a course change:

1. The student obtains a course change form from the college counselor.
2. The parent and current teacher provide an explanation for withdrawing from the course.
3. The parent and prospective teacher provide an explanation for the request to join the new course.
4. The High School Academic Guidance Committee reviews all recommendations and makes the final decision.

## Inclusion

### QAK Inclusion Philosophy

At QAK, we believe that promoting inclusivity and valuing diversity are essential in our school community. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to, all students.

## Connections to other IB Policies

### Inclusion and Admissions

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, Individualized Learning Plans, Individualized Accommodation Plans or Individualized Education Plans, documentation of diagnosis, etc.). This is in accordance with the 'QAK Admissions Policy'. QAK expects families to disclose detailed medical evaluation reports (educational, psychological, speech, occupational therapy etc.) or documentation that informs if a student is to receive additional services at school.

## **Inclusion and Academic Integrity**

At QAK, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school organizes lessons on related topics (plagiarism, copyrights, etc.).

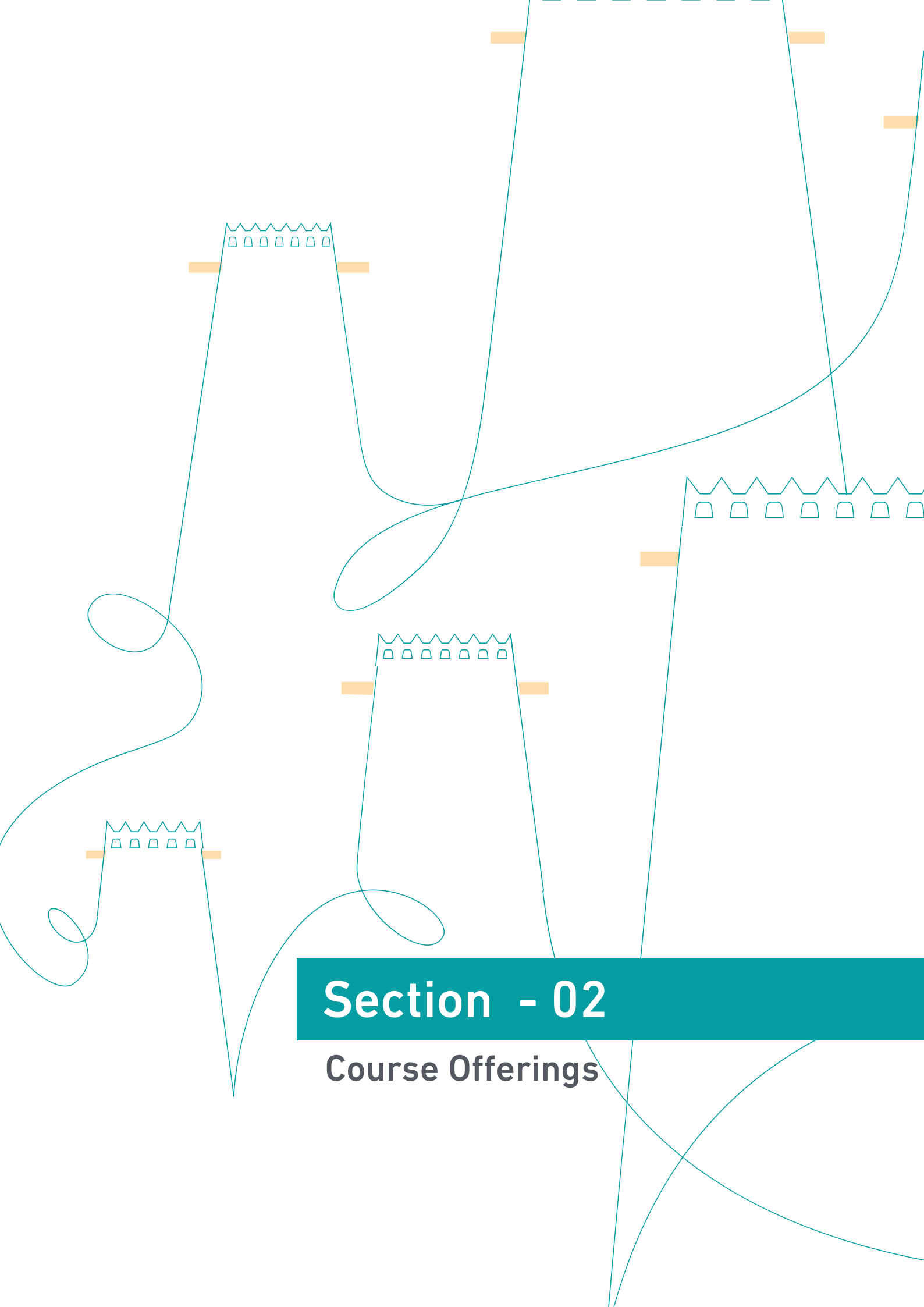
## **Inclusion and Language**

Students wishing to be admitted to PYP, MYP, and DP above must be assessed in an age-appropriate language screening before entry. If needed, a language placement test will be administered to ensure accurate placement. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the placement test, as stated in their previous school's documents.

## **Inclusion and Assessment**

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. In the DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the IB Access and Inclusion Policy requirements and is listed in the students' Individualized Education Plan.



The background features a series of flowing, teal-colored lines that create a sense of movement and depth. Interspersed among these lines are several small, horizontal orange rectangles. Some of these rectangles are positioned near stylized, teal-colored structures that resemble small buildings or fortifications with crenellated tops. The overall aesthetic is modern and graphic.

## Section - 02

### Course Offerings

## Course Offerings

### English Language Arts Department

The English Department at QAK is dedicated to fostering strong communication, critical thinking, and analytical skills in all students. Our curriculum emphasizes the development of reading, writing, listening, and speaking abilities, preparing students to effectively navigate academic, professional, and personal challenges. Through a diverse range of courses, students explore literature, language, and writing techniques, while gaining insight into cultural, historical, and societal contexts. We aim to cultivate lifelong learners who can think critically, express themselves clearly, and appreciate the power of language in shaping the world.

#### MYP Grade 9 Language and Literature

**Length & Credit:** 1 year / 1.0 credit

**Grade:** 9

**Prerequisite:** MYP Grade 8 Language and Literature

The Grade 9 MYP Language and Literature course fosters inquiry by developing conceptual understanding in global contexts. Students explore key concepts like communication, creativity, and perspective, applying them to novel studies. They analyze a variety of texts, including literature, media, and informational materials, while considering cultural, historical, and social contexts. Key objectives include improving textual analysis, critical thinking, and writing skills, while exploring connections between literature and real-world issues. By the end, students gain a deeper understanding of language as a tool for communication and creativity.

The Grade 10 MYP Language and Literature course encourages critical thinking and exploration through the study of diverse texts across multiple genres. Students will engage in analyzing the relationship between language, culture, and society while exploring global contexts such as identities and relationships, globalization, and personal expression. The course emphasizes the development of analytical, writing, and communication skills, preparing students for more advanced studies. By examining different forms of media and literature, students will deepen their understanding of how language shapes meaning and perspective.

#### English Language B (HL)

**Length & Credit:** 2 year / 2.0 credit

**Grades :** 11 & 12

**Prerequisite:** : MYP G10 language and Literature

English Language B (HL) is an acquisition course for students with prior experience in the target language. It enhances communication skills through the study of language, themes, and texts, focusing on five themes: identities, experiences,

#### MYP Grade 10 Language and Literature

**Length & Credit:** 1 year / 1.0 credit

**Grade :** 10

**Prerequisite:** MYP Grade 9 Language and Literature

human ingenuity, social organization, and sharing the planet. Students analyze two literary works and expand their language proficiency. The course aims to foster international-mindedness, improve communication, promote cultural awareness, and encourage critical thinking and intellectual engagement.

---

### **English A: Language and Literature (SL)**

**Length & Credit:** 2 years / 2.0 credits

**Grade:** 11

**Prerequisite:** MYP Grade 10 Language and Literature

The IB Language A: Language and Literature course explores the use of language in various texts, focusing on both the construction of meaning and its cultural significance. Students analyze literary and non-literary works from a variety of genres, developing critical thinking and interpretive skills. The course emphasizes the understanding of context, style, and structure, enabling students to communicate their ideas effectively. Key objectives include enhancing writing skills, fostering an appreciation of language's power, and preparing students for advanced literary analysis and discussion.

---

The IB Language A: Language and Literature (HL) course builds on students' prior experiences with language and literature, offering a more in-depth and sustained exploration of how meaning is constructed and communicated. Students study a wide range of literary and non-literary texts across cultures, time periods, and contexts, with a strong emphasis on critical analysis, interpretation, and evaluation.

At the higher level, students engage more extensively with complex texts and concepts, developing advanced analytical writing and oral communication skills. The course places particular emphasis on independent thinking, close textual analysis, and the exploration of global issues through language. Key objectives include refining sophisticated writing skills, deepening literary and linguistic understanding, and preparing students

---

### **English A: Language and Literature (HL)**

**Length & Credit:** 2 years / 2.0 credits

**Grade:** 11

**Prerequisite:** MYP Grade 10 Language and Literature

## Arabic Department

The Arabic Department at QAK aligns with the Common European Framework of Reference for Languages, the IB framework, and Qatar's Ministry of Education requirements. Courses are built on concept-based units, integrating literary and non-literary works to enhance critical thinking, cultural awareness, and proficiency in listening, speaking, reading, and writing. Students collaborate, celebrate their culture, and appreciate diverse perspectives. Through engagement with authentic contexts, they develop into compassionate global citizens prepared to navigate an interconnected and dynamic world..

### Arabic 9 (language and literature)

#### Grade 9

**length & Credit:** 1 years / 1.0 credit

**Prerequisite:** Strong foundation in Arabic language and literature

In Grade 9 Arabic Language and Literature, students explore concept-based units featuring literary and non-literary works, fostering critical thinking and cultural awareness. They engage with familiar, specialized, and abstract topics, analyzing cultural and social themes. Students identify figurative language, rhetorical devices, and tone while critically evaluating a speaker's style, purpose, and methods. Emphasis is placed on summarizing main ideas, processing abstract content, and interpreting arguments. This level strengthens fluency and analytical skills, preparing students for more advanced critical engagement.

interpretation of complex ideas in diverse contexts. They analyze rhetorical styles, persuasive techniques, and contextual nuances to assess purpose and impact. Students infer unstated meanings, synthesize key ideas, and critically evaluate content in detailed discussions. Proficiency extends to abstract topics, specialized themes, and idiomatic language. This level emphasizes clarity, precision, and adaptability, fostering advanced analytical and interpretive skills.

### Arabic A: language and literature (SL)

**Grades :** 11 & 12

**Length & Credit:** 2 years / 2.0 credit

**Prerequisite:** Strong foundation in Arabic language and literature

The IB Arabic A: Language and Literature SL course enhances proficiency through concept-based units integrating literary and non-literary works. Students analyze themes, stylistic elements, and cultural contexts, fostering critical thinking, cultural awareness, and advanced communication skills. They explore diverse texts, preparing for assessments focused on interpretation and argumentation. The course emphasizes the linguistic and literary richness of Arabic while encouraging global perspectives, enabling students to

### Arabic 10 (language and literature)

#### Grade 10

**Length & Credit:** 1 years / 1.0 credit

**Prerequisite:** Strong foundation in Arabic language and literature

In Grade 10 Arabic Language and Literature, students engage with concept-based units featuring literary and non-literary works to enhance their

engage deeply with language, literature, and culture in both academic and real-world contexts.

---

### **Arabic A (language and literature (HL)**

**Grades : 11 & 12**

**Length & Credit:** 2 years / 2.0 credits

**Prerequisite:** Strong foundation in Arabic language and literature

The IB Arabic A: Language and Literature HL course provides an in-depth study of Arabic through concept-based units featuring literary and non-literary works. Students analyze complex themes, advanced stylistic techniques, and diverse cultural contexts. Emphasizing higher-order thinking, cultural awareness, and refined communication, the course includes additional literary texts to prepare students for rigorous assessments in interpretation and argumentation. Highlighting the richness of Arabic language and literature, it fosters analytical excellence and global perspectives, equipping students with advanced skills for academic and real-world applications.

---

### **Arabic A: literature (SL)**

**Grades : 11 & 12**

**Length & Credit:** 2 years / 2.0 credits

**Prerequisite:** Strong foundation in Arabic literature

The IB Arabic A: Literature SL course explores Arabic literary works through concept-based units, emphasizing themes, stylistic features, and cultural contexts. Students develop critical thinking, interpretive skills, and advanced communication while gaining an appreciation for Arabic literary heritage.

Engaging with diverse texts, learners prepare for assessments requiring in-depth analysis and argumentation. The course fosters cultural awareness and global perspectives, refining students' literary expertise and equipping them with the skills needed for thoughtful engagement with literature and its broader cultural significance.

---

### **Arabic A: Literature (HL)**

**Grades : 11 & 12**

**Length & Credit:** 2 years / 2.0 credits

**Prerequisite:** Strong foundation in Arabic literature

The IB Arabic A: Literature HL course provides an in-depth study of Arabic literature through concept-based units covering diverse works. Students analyze themes, advanced stylistic features, and cultural contexts to develop higher-order thinking and interpretive skills. The course emphasizes cultural awareness, refined communication, and a deep appreciation for Arabic literary heritage. By engaging with complex texts, learners are prepared for rigorous IB assessments, fostering advanced analytical abilities and a comprehensive understanding of the richness and significance of Arabic literature.

## Islamic Studies Department

The Islamic Studies Department at QAK offers a comprehensive curriculum that fosters a deep understanding of Islamic teachings and values. Our courses emphasize the integration of religious principles with contemporary issues, helping students navigate their academic and personal lives through an Islamic perspective. With a focus on critical thinking, ethics, and social responsibility, students explore key concepts such as Tawhid, Islamic jurisprudence, and social justice. We aim to cultivate well-rounded individuals who are intellectually and spiritually equipped to contribute positively to society.

### Islamic Studies 9

#### Grade 9

**Length & Credit:** 1 year / 0.5 credit

**Prerequisite:** None

The Grade 9 Islamic Education course introduces students to key Islamic concepts, focusing on belief, worship, and jurisprudence. Topics include belief in God, the prophets, the pillars of Islam, ethics, and good behavior. Students explore prayer, fasting, zakat, Hajj, peaceful coexistence, social justice, and environmental preservation. Practical activities enhance critical thinking and understanding of Islamic values, fostering connections between teachings and daily life. The course emphasizes ethical principles and their application, preparing students to embody Islamic teachings in modern contexts.

the pillars of faith, worship, human rights, social justice, and the wisdom of Sharia law. Students explore the Qur'an and Sunnah, emphasizing ethical values such as honesty, integrity, and tolerance. Through activities and discussions, students connect Islamic teachings to contemporary issues, developing critical thinking and a deeper understanding of Islam's societal impact.

### Islamic Studies 10

#### Grade 10

**Length & Credit:** 1 year / 0.5 credit

**Prerequisite:** None

The Grade 10 Islamic Education course deepens students' understanding of key Islamic concepts, including Tawhid (the oneness of God), Fiqh (Islamic jurisprudence), the life of the Prophet (Sira), and Islamic ethics. Topics cover

### Islamic Studies 11

#### Grade 11

**Length & Credit:** 1 year / 0.5 credit

**Prerequisite:** None

The Grade 11 Islamic Education course integrates religious and social concepts, focusing on the relationship between Islamic teachings and contemporary issues. Students study Tawhid, Islamic ethics, social justice, human rights, and the application of Sharia in daily life. The curriculum includes practical activities like field studies and discussions, promoting critical thinking and research skills. Students engage with societal challenges, considering ethical, cultural, and political aspects from an Islamic perspective. The course prepares students to address modern issues through the lens of Islamic values.



**Islamic Studies 12****Grade 12****Length & Credit:** 1 year / 0.5 credit**Prerequisite:** None

The Grade 12 Islamic Education course examines the intersection of Islamic teachings and modern societal issues, promoting intellectual and spiritual sustainability. Students explore key topics such as Tawhid, Islamic ethics,

social justice, human rights, and the practical application of Sharia in daily life. The curriculum includes field studies and group discussions to strengthen critical thinking and research skills. Students are encouraged to critically evaluate contemporary challenges, considering cultural, ethical, and political perspectives through an Islamic lens. The course prepares students to contribute meaningfully to society while upholding Islamic values.

**Mathematics Department**

At QAK, we encourage students to explore and develop their numerical thinking, helping them interpret the world. We take an integrated approach to learning mathematics, connecting different strands of the subject. Our curriculum aligns with the US Common Core Standards, offering a diverse and comprehensive educational experience. We aim to develop problem-solving, analytical, and reasoning skills in both mathematical contexts and real-life situations. Our goal is to foster a mathematical environment that promotes enjoyment, curiosity, and confidence in the subject.

**Grade: 9 Standard Mathematics****Length & Credit:** 1 year / 1.0 credit**Prerequisite:** Grade 8 Maths

The Grade 9 Standard Mathematics course develops numerical and abstract reasoning, thinking with models, spatial reasoning and reasoning with data. Students explore number sets, exponents, scientific notation, surds, linear equations, systems of linear equations, inequalities, and coordinate geometry. Emphasis is placed on modeling with linear functions, interpreting gradients and intercepts, and building problem-solving skills through inquiry and application. They apply Pythagoras' Theorem, similarity, and congruence to real-world contexts. Probability and sets are introduced through Venn diagrams, grids, and tree diagrams

**Grade: 9 Extended Mathematics****Length & Credit:** 1 year / 1.0 credit**Prerequisite:** Achievement of MYP grade 5 or above in G8 Math, along a score of 6 or above in criterion A.

In the Grade 9 Extended Mathematics course, students extend standard content with deeper abstraction, including bounds, logarithms, fractional exponents, and advanced algebraic sequences. They explore rational functions, linear programming, and transformations of quadratic functions. Geometry expands to enlargement by rational factors, tessellations, and advanced circle geometry. Trigonometry introduces the sine and cosine rules, linking to trigonometric functions. Statistics includes histograms, standard deviation,

and correlation using technology, while probability develops conditional probability and combinatorics. Emphasis is placed on proof, generalization, and modeling

### **Grade: 10 Standard Mathematics**

**Length & Credit:** 1 year / 1.0 credit

**Prerequisite:** Completion of Grade 9 Math

The Grade 10 Standard Mathematics course extends learning to quadratic functions, trigonometry, and circle theorems. Students solve quadratic equations using factorization, the quadratic formula, and discriminants, while exploring intersections of linear and quadratic graphs and solving systems of non-linear equations algebraically. Geometry topics include surface area, volume, and bearings, alongside trigonometric ratios and exact values. Statistics emphasize sampling, measures of central tendency, dispersion, and graphical representation. The course strengthens analytical skills, connecting algebra, geometry, and data reasoning to real-life applications.

### **Grade: : 10 Extended Mathematics**

**Length & Credit:** 1 year / 1.0 credit

**Prerequisite:** Achievement of MYP grade 5 or above in G9 Math, along with a score of 6 or above in criterion A. Or an achievement of MYP grade 5 or above in G9 Extended Math.

In the Grade 10 Extended Mathematics course, students engage with advanced functions (cubic, rational, trigonometric, logarithmic), composite and inverse functions, and exponential models. Geometry and trigonometry extend to vector spaces, unit circles,

radians, and trigonometric identities.

Statistics emphasize manual calculation of standard deviation, regression, and covariance, while probability covers permutations, factorials, and Pascal's triangle. Students investigate complex patterns, prove general rules, and apply mathematics rigorously to real-world contexts. This pathway prepares learners for DP Mathematics: Analysis and Approaches or Applications and Interpretation at Higher Level.

### **IB Mathematics Applications and Interpretations SL**

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** MYP Math

This course is designed for students who enjoy using mathematics to describe real-world situations and solve practical problems. Students will study a variety of topics, including statistics, Voronoi diagrams, tests of validity (such as Spearman's rank correlation and the chi-squared test), modeling with exponential, logarithmic, quadratic, linear, and trigonometric functions, and the use of calculus to determine rates of change and areas of irregular shapes. The course prepares students for fields that require innovative and technology-driven approaches to solving problems.

### **IB Mathematics Applications and Interpretations HL**

**Length / Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** Achievement of MYP grade 5 or above in Grade 10 Extended



Math, Or Achievement of MYP grade 5 or above in Grade 10 Standard Math along a score of 6 or above in criterion A

This course is designed for students who enjoy applying mathematics to describe real-world phenomena and solve complex, practical problems. It is particularly suited to learners interested in leveraging technology while exploring mathematical models, and who appreciate the applied dimension of abstract mathematics. Students will undertake an in-depth study of topics such as complex numbers, matrix algebra, differential and integral calculus, differential equations, probability, statistics, and graph theory. This is a rigorous program that emphasizes the application of abstract mathematical ideas—many of which overlap with the Analysis course—in meaningful real-world settings.

### **IBDP Math Analysis and Approaches SL**

**Length & Credit:** 2 years / 2.0 credit

**Grades :** 11 & 12

**Prerequisite:** Achievement of MYP grade 5 or above in Grade 10

This course is designed for students interested in pursuing university studies in mathematics or disciplines with significant mathematical content. It is ideal for learners who enjoy constructing mathematical arguments, tackling problems, and exploring both theoretical and practical applications, with and without the use of technology. The curriculum covers a wide range of topics, including patterns and proofs, functions, mathematical modeling and data analysis, probability and randomness, differential and integral

calculus (with applications such as areas and volumes of revolution), and trigonometry.

### **IBDP Math Analysis and Approaches HL**

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** Achievement of MYP grade 5 or above in Grade 10 Extended Math, Or Achievement of MYP grade 5 or above in Grade 10 Standard Math along a score of 6 or above in criterion A.

This course is for students aiming to pursue disciplines with substantial mathematical content. It is best suited for learners who enjoy constructing rigorous mathematical arguments, engaging in problem-solving, and exploring both abstract and applied contexts, with and without technology. The program offers an in-depth study of topics such as proof and counting principles, implicit differentiation and related rates, correlation and causation, advanced trigonometry, modeling with advanced calculus, three-dimensional geometry, complex numbers in polar and Euler forms, and probability distributions. Additional advanced topics are also explored to strengthen analytical skills.

## Science Department

The Science Department integrates the MYP framework with NGSS standards to build a strong foundation in scientific inquiry, critical thinking, and hands-on learning. The curriculum emphasizes connections between science, society, and the environment, fostering a passion for discovery. Students develop essential skills through inquiry-based learning and interdisciplinary approaches, preparing them for success in the IB Diploma Programme's rigorous sciences, including Biology, Chemistry, and Physics. This seamless transition equips students with the knowledge, problem-solving abilities, and global awareness needed to excel in a science-driven world.

### Grade 9 Chemistry 1

**Length & Credit:** 1 year / 1/2 credit

**Grade:** 9

**Prerequisite:** Grade 8 Integrated Sciences

Grade 9 Chemistry provides learners with a strong foundation in chemistry by exploring atomic structure, chemical bonding, and the organization of elements. Learners study atomic theory, electronic configurations, and periodic trends, and investigate ionic, covalent, metallic, and giant molecular structures, linking bonding to material properties. Organic chemistry is introduced via crude oil and alkanes, while environmental applications include water quality and atmospheric chemistry. Practical laboratory work develops inquiry, data analysis, modeling, and scientific communication skills.

and how they interact to maintain homeostasis, as well as ecosystems, biodiversity, and relationships between organisms. Concepts of genetics, variation, and evolution are introduced to explain continuity and change in living systems. Practical investigations and inquiry-based learning strengthen scientific thinking, data analysis, and ethical awareness in real-world contexts.

---

### Grade 10 Physics

**Length & Credit:** 1 year / 1.0 credit

**Grade:** 10

**Prerequisite:** Grade 8 Integrated Sciences

The Grade 10 Physics course introduces students to core concepts of physics through four main units: Forces and Motion, Energy and Waves, Electricity and Magnetism, and Nuclear Physics. Students explore how forces affect motion, apply Newton's laws, and analyze motion using graphs and mathematical models. They examine energy transformations, conservation of energy, wave behavior, and the role of energy resources in society. The course also develops an understanding of electrical circuits, electromagnetism, and power before introducing atomic structure, radiation, and nuclear energy. Practical laboratory work and problem-solving

---

### Grade 9 Biology

**Length & Credit:** 1 year / 1.0 credit

**Grade:** 9

**Prerequisite:** Grade 8 Integrated Sciences

The Grade 9 Biology course provides a broad introduction to life sciences through the study of cells, metabolism, and levels of biological organization. Students explore human body systems

activities support the application of theory and build scientific thinking skills.

## Grade 10 Chemistry 2

**Length & Credit:** 1 year / 1/2 credit

**Grade:** 10

**Prerequisite:** Completion of Grade 9 Chemistry 1

Grade 10 Chemistry deepens learners' understanding of chemical reactions, quantitative chemistry, and energy changes. Topics include reaction types, stoichiometry, gas laws, acids and bases, redox processes, equilibrium, and reaction rates. Learners apply the mole concept to solve problems and explore energetics through practical investigations. Organic chemistry focuses on hydrocarbons, fuels, and polymers, connecting science to everyday life. Laboratory inquiry and environmental applications develop critical thinking, problem-solving, data analysis, and scientific communication skills

## Physics SL

**Length & Credit:** 2 year / 2.0 credit

**Grade:** 10

**Prerequisite:** : A minimum grade of 4 in Grade 10 Physics and 5 in Grade 10 Mathematics. Students must also be enrolled in Mathematics: Analysis and Approaches (Math AA).

Physics SL is a two-year course that covers key concepts such as mechanics, energy, waves, and fields. Students engage in experiments, simulations, and research projects, developing critical thinking and problem-solving skills. Aligned with NGSS standards, the course

emphasizes data analysis and the application of theory to real-world situations. Assessments include project-based tasks and lab work, fostering collaboration and communication through presentations and scientific discussions. Physics SL provides a strong foundation for students pursuing science at the university level or in related careers.

## Physics HL

**Length & Credit:** 2 year / 2.0 credit

**Grade:** 12

**Prerequisite:**

A minimum grade of 5 in Grade 10 Physics (6 out of 8 in criteria B-C) and a minimum grade of 5 in Grade 10 Mathematics. Students must also be enrolled in Mathematics: Analysis and Approaches (Math AA).

Physics HL is a challenging two-year course equivalent to a first-year university program, covering advanced topics like fluid dynamics, thermodynamics, electromagnetism, quantum mechanics, and nuclear physics. Students engage in inquiry-based learning, complex problem-solving, and laboratory investigations, honing critical thinking and experimental skills. With 25% dedicated to hands-on lab work, the course emphasizes both qualitative and quantitative analysis. Students apply advanced models and simulations to explore real-world applications. Physics HL prepares highly motivated students for university studies in physics, engineering, and related fields. problem-solving skills. Aligned with NGSS standards, the course

activities support the application of theory and build scientific thinking skills.

---

### **Biology SL**

**Length & Credit:** 2 year / 2.0 credit

**Grade:** 10

**Prerequisite:** A minimum grade of 4 in Grade 9 Biology and a minimum grade of 4 in Grade 10 Mathematics.

Biology SL is a two-year course that introduces fundamental biological concepts, including cell biology, genetics, bioenergetics, and ecology, following NGSS-aligned frameworks. Emphasizing inquiry-based learning, students engage in experiments, data analysis, and collaborative projects. Critical thinking and discussions help connect biological principles to real-world applications. The internal assessment enables students to design and conduct their own investigations.

---

### **Biology HL**

**Length & Credit:** 2 year / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** A minimum grade of 5 in Grade 9 Biology and a minimum grade of 4 in Grade 10 Mathematics.

Biology HL builds on the foundational concepts of SL, exploring advanced topics like molecular biology, physiology, nucleic acids, metabolism, and neurobiology. The rigorous course emphasizes analytical thinking and a deep understanding of biological systems. Students spend significant time on laboratory work and inquiry-based projects, focusing on

data analysis and critical evaluation. The HL syllabus encourages students to synthesize knowledge and apply it to complex problems. Biology HL prepares students for university-level studies in biology, medicine, and related fields.

---

### **Chemistry SL**

**Length & Credit:** 2 year / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:**

A minimum grade of 4 in Grade 10 Chemistry and a minimum grade of 4 in Grade 10 Mathematics.

Chemistry SL introduces learners to the principles and applications of chemistry through the themes of structure and reactivity. Key topics include atomic and molecular structure, bonding, thermodynamics, organic chemistry, and kinetics. Through hands-on experiments, digital tools, and data analysis, learners develop scientific inquiry, problem-solving, and critical thinking skills. The course emphasizes real-world applications, including environmental and materials science, and includes an internal assessment that develops independent investigation and research skills essential for further studies in science.

---

### **Chemistry HL**

**Length & Credit:** 2 year / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** A minimum grade of 5 in Grade 10 Chemistry (6 out of 8 in criteria B-C)

and a minimum grade of 5 in Grade 10 Mathematics. Students must also be enrolled in Mathematics: Analysis and Approaches (Math AA).

Chemistry HL provides a rigorous and in-depth study of chemical principles through the themes of structure and reactivity, with extended focus on quantitative analysis and experimental inquiry. Topics include atomic structure, bonding, energetics, kinetics, equilibrium, acids and bases, redox processes, and organic chemistry, with HL extensions such as spectroscopy and reaction mechanisms. Through advanced laboratory work and data analysis, learners develop strong analytical and critical thinking skills, preparing them for further studies in science, medicine, and engineering.

### **Environmental Systems and Societies SL**

**Length & Credit:** 2 year / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** : A minimum grade of 4 in Grade 9 Biology and a minimum grade 4 in Grade 10 Individuals and Societies. Environmental Systems and Societies SL is an interdisciplinary course that blends natural and social sciences, focusing on the connections between environmental systems and human societies. It emphasizes sustainability and systems thinking, covering topics such as ecology, biodiversity, water resources, climate change, and resource management. Practical work, including fieldwork and lab investigations, develops students' analytical and research skills. Students critically evaluate environmental issues from ethical, cultural, and socio-political perspectives. The course prepares students to tackle real-world

challenges and engage as informed, globally-minded citizens.

### **Environmental Systems and Societies HL**

**Length & Credit:** 2 year / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** : A minimum grade of 5 in Grade 9 Biology and a minimum grade 4 in Grade 10 Individuals and Societies

Environmental Systems and Societies HL builds on the SL curriculum, exploring complex environmental topics and interdisciplinary connections in greater depth. In addition to SL topics, HL students study advanced concepts in environmental law, economics, and ethics, applying critical thinking to assess global policies and practices. The course emphasizes both quantitative and qualitative research skills, incorporating advanced data analysis techniques. HL students engage in extensive practical work and investigations, fostering independence and collaboration. The course prepares students for university studies in environmental science, sustainability, and related fields, deepening their understanding of humanity's impact on the biosphere and sustainable solutions.



## Individuals & Societies Department

The Individuals and Societies Department provides an inquiry-based approach to geography, history, and social sciences within the IB MYP and DP frameworks. The curriculum emphasizes critical thinking, data analysis, and global citizenship, enabling students to analyze complex global issues. With foundational MYP courses and specialized DP subjects like Geography, Business Management, and Digital Societies, the department fosters an understanding of sustainability, cooperation, and governance, preparing students for academic success and active, informed participation in the world.

### Grade 9 Individuals and Societies

**Length & Credit:** 1 year / 0.5 credit

**Grade:** 9

**Prerequisite:** Completion of Grade 8 Individuals and Societies.

The Grade 9 Individuals and Societies curriculum explores global challenges like population dynamics, human impact on the environment, and sustainable resource use. Students examine migration, urbanization, and environmental stewardship, focusing on the interconnectedness of natural and human systems. Through inquiry-based learning, they analyze case studies and interpret data, evaluating sustainable development strategies. Emphasizing critical thinking, research, and reflection, the course fosters an understanding of global issues such as resource dependency, cultural identity, and sustainability, preparing students to propose innovative solutions to real-world problems.

### Grade 10 Individuals and Societies

**Length & Credit:** 1 year / 0.5 credit

**Grade:** 10

**Prerequisite:** Completion of Grade 9 Individuals and Societies.

The Grade 10 Individuals and Societies curriculum explores sustainability, peace, conflict, and global interaction

through inquiry-based learning. Students examine global systems, power dynamics, and governance using frameworks like the UN Sustainable Development Goals (SDGs). Topics include the causes and impacts of World War I and II, globalization, imperialism, and strategies for peacekeeping. Students also analyze the relationship between tourism, equity, and sustainable development. The course develops critical thinking, source analysis, and communication skills, preparing students to address complex global issues and propose real-world solutions.

### Digital Societies SL & HL

**Length & Credit:** 2 year / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

Digital Societies explores the integral role of digital systems in daily life, focusing on topics such as data, robotics, algorithms, and computer components. The course connects context, content, and concepts, providing students with a deep understanding of digital systems. Students analyze both the benefits and challenges of digital technologies while emphasizing the use of high-level language, research skills, citation, and in-depth analysis. This course supports students pursuing university studies in fields such as computer science, sociology, media studies, digital ethics, law, and more.

## History SL

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP History SL course offers an in-depth study of significant global historical events and developments, focusing on causes, consequences, perspectives, and historical significance. Students develop skills in analysing primary and secondary sources, constructing evidence-based arguments, and writing structured essays. Through case studies from different regions, students learn to evaluate historical interpretations and understand how the past shapes the present

## History HL

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP History HL course extends the SL curriculum through a broader and more detailed study of historical periods, regions, and themes. In addition to core topics, HL students undertake a depth study of a specific region, developing advanced source analysis, critical evaluation of historiography, and sophisticated essay writing skills. By the end of the course, students are able to analyse complex historical issues in depth, preparing them for higher academic study and careers in a wide range of

## Geography SL

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP Geography SL course offers an in-depth exploration of global and regional issues, physical

geography. Key topics include population dynamics, climate change, resource consumption, urbanization, and geopolitical risks. Students engage with case studies, fieldwork, and spatial analysis to develop skills in data interpretation, critical thinking, and sustainability planning. By the end of the course, students will be able to evaluate geographic challenges and apply their knowledge to propose sustainable solution

## Geography HL

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP Geography HL course extends the SL curriculum with an advanced study of global power structures, networks, and the flow of goods, capital, and information. In addition to topics like population dynamics, climate change, and urbanization, HL students explore the roles of nations, organizations, and systems in shaping global interactions. Through case studies, fieldwork, and spatial analysis, students develop evaluative and research skills. By the end of the course, they are equipped to analyze complex geographic issues in-depth, preparing for higher academic studies and real-world applications

## Geography HL

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP Geography HL course extends the SL curriculum with an advanced study of global power structures, networks, and the flow of goods, capital, and information. In addition to topics like population dynamics, climate change, and urbanization, HL students explore the roles of nations,



organizations, and systems in shaping global interactions. Through case studies, fieldwork, and spatial analysis, students develop evaluative and research skills. By the end of the course, they are equipped to analyze complex geographic issues in-depth, preparing for higher academic studies and real-world applications.

### **Global Politics SL**

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP Global Politics SL course introduces key political concepts such as power, sovereignty, and interdependence. Students explore rights, sustainability, and conflict through thematic studies and real-world case studies. The Engagement Project allows students to investigate a political issue through research and direct involvement. The critical thinking, research, and analysis skills developed in previous Individuals and Societies classes provide a strong foundation for success in this course. By the end of the course, students develop the skills to address contemporary global challenges.

### **Global Politics HL**

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP Global Politics HL course builds on the SL curriculum with an advanced focus on global political challenges. HL students explore thematic studies on rights and justice, development and sustainability, and peace and conflict, while the HL extension examines complex global issues such as globalization, international cooperation, and

inequality. Prior Individuals and Societies classes prepare students to critically evaluate political systems and propose innovative solutions through

### **Business Management SL**

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP Business Management SL course offers students a foundational understanding of business principles and practices. Key topics include business organization, human resource management, marketing, and finance, with a focus on the ethical and cultural implications of decision-making in a globalized world. Through case studies and real-world scenarios, students develop skills in analysis, evaluation, and strategic thinking. By the end of the course, students will be able to understand business challenges and propose informed solutions.

### **Business Management HL**

**Length & Credit:** 2 years / 2.0 credit

**Grades:** 11 & 12

**Prerequisite:** None

The IBDP Business Management HL course builds on the SL curriculum with an advanced focus on strategic decision-making, globalization, and innovation. In addition to core topics like marketing and finance, HL students explore tools such as Ansoff's Matrix and Porter's Five Forces to analyze complex business scenarios. Through case studies, simulations, and research projects, students apply theoretical knowledge to real-world challenges. By the end of the course, students will be able to critically evaluate business strategies and

## Design and Technology Department

The Design and Technology Department at QAK provides students with the opportunity to explore their creative potential in a collaborative, student-centered environment. Through advanced software, drawing skills, computing processes, and materials like wood, metals, and plastics, students communicate their designs and projects effectively. They develop resilience, resourcefulness, and innovation while acquiring a broad range of knowledge related to tools, machines, components, raw materials, processes, hardware, and software, preparing them for real-world design challenges.

### **MYP Design**

**Length & Credit:** 2 years / 2.0 credits

**Grades:** 9 & 10

**Prerequisite:** None

This MYP Design course develops creative problem-solvers who critically address technological challenges and recognize technology's importance in society and the environment. Students explore real-world problems, applying skills from previous years through the design cycle: investigating, designing, planning, creating, and evaluating solutions for real-life clients. Topics include workshop safety, 3D design, advanced hand and power tool techniques, orthographic views, and woodworking. Assessment focuses on design portfolios, with criteria in inquiry, idea development, solution creation, and evaluation, using tools like SketchUp and workshop materials.

### **IBDP Design Technology SL/HL**

**Length & Credit:** 2 years / 2.0 credits

**Grades:** 11 & 12

**Prerequisite for SL:** None

**Prerequisite for HL:** Completion of MYP Design 9 & 10 with a minimum level of 5

This course prepares students for careers in product design, industrial design, and design engineering, combining artistic and technical aspects of design. The program covers design principles, technology tools, and innovation in product creation, emphasizing critical thinking, problem-solving, and user-centered design. Students gain proficiency in industry-standard software, manufacturing processes, and prototyping techniques while focusing on sustainability, ethical design, and human-centered principles. Hands-on experience, industry collaborations, and entrepreneurial insights equip students to succeed in the design industry, both creatively and professionally.

## The Arts Department

The Visual Arts curriculum fosters creativity, technical skill, and critical thinking through diverse media, themes, and cultural contexts. In MYP, students build foundational skills, create artworks, and analyze global art. In DP, students refine their practice through self-directed projects, comparative studies, and exhibitions, demonstrating technical proficiency, conceptual depth, and reflecting on their artistic journey and global influences. This progression nurtures a strong artistic foundation and encourages a deeper understanding of the role of art in society.

**MYP Visual Arts****Length Credit:** 2 years /2.0 credit**Grades:** 9 & 10**Prerequisite:** None

In the Middle Years Programme, students explore visual arts as a means of creativity, personal expression, and cultural understanding. Through practical and theoretical activities, they develop foundational skills in media such as drawing, painting, sculpture, and digital art. Students create and present artworks reflecting technical proficiency and conceptual depth while analyzing global artists' works to understand cultural and historical contexts. The program emphasizes research, reflection, and effective communication of ideas, preparing students for advanced artistic exploration.

**DP Visual Arts SL/HL****Length & Credit:** 2 years / 2.0 credit**Grades:** 11 & 12**Prerequisite for SL:** None

**Prerequisite for HL:** Completion of MYP Visual Arts 9 & 10 with a minimum level of 5.

The Diploma Programme in Visual Arts encourages in-depth artistic practice and critical thinking. Students explore various themes, media, and techniques, culminating in a personal body of work. They investigate, create, and present pieces demonstrating technical skill, conceptual depth, and contextual awareness. The curriculum emphasizes self-directed learning through a comparative study of global art, a process portfolio documenting their artistic journey, and an exhibition showcasing their unique voice. This program develops students' ability to analyze, articulate, and innovate in the arts.

## Physical & Health Education Department

The Physical and Health Education (PHE) department at QAK High School encourages students to develop a balanced approach to physical, mental, and emotional well-being. Through engaging in diverse physical activities, students build fitness, teamwork, and sportsmanship. The curriculum also covers important aspects of nutrition, mental health, and personal fitness, equipping students with the knowledge and skills to lead healthy, active lives. Our program aims to inspire lifelong physical activity, resilience, and informed decision-making for overall well-being.

**Physical Health Education 9****Length & Credit:** 1 year/ 0.5 credit**Grade:** 9**Prerequisite:** Completion of Grade 8 PE

PE 9 at QAK develops students' physical competencies through fitness, aquatics, and a variety of team and individual sports. Students learn to analyze and improve

performance using movement concepts and principles, applying strategies and tactics during games. The course covers topics such as the benefits of a physically active lifestyle, social media's influence on sports, risk and safety factors, stress management, health-related fitness, and nutrition. Students also build social and personal responsibility, promoting lifelong fitness and well-being.

**Physical Health Education 10****Length & Credit:** 1 year/ 0.5 credit**Grade:** 10**Prerequisite:** Completion of Grade 8 PE

The Grade 10 PE program at QAK High School enhances physical competencies in fitness, aquatics, and team/individual sports. Students apply strategies and

tactics to analyze and correct errors in game play while identifying the stages of learning motor skills. They investigate the relationship between physical activity, nutrition, and body composition, using technology and social media to support a healthy lifestyle. The course also emphasizes evaluating risks, safety factors, and developing social and personal responsibility in physical activities.

**MYP Core****Personal Project****Length & Credit:** 1 year/ 0.5 credit**Grade:** 10**Prerequisite:** None

The Personal Project is the culminating experience for MYP Year 5 students, providing an opportunity to showcase their learning, ATL skills, and personal interests. Through a process of inquiry, action, and reflection, students independently develop a creative product or outcome based on a topic of their choice. The project encourages students to explore their passions, demonstrate critical thinking, and consolidate their learning across the MYP framework. Ultimately, it fosters autonomy, creativity, and lifelong learning skills as students engage in a deeply personal and meaningful challenge.

engagement. Students are empowered to act thoughtfully and positively by identifying authentic community needs and addressing them through meaningful service. Service activities encourage students to develop empathy, work collaboratively, and reflect on the ethical implications of their actions. Through this process, students grow their awareness of global challenges, cultivate responsibility, and strengthen their role as active, caring members of local and global communities.

**Service as Action****Length & Credit:** 5 years/NA**Grades:** 6 -10**Prerequisite:** None

Service as Action is an essential component of the MYP that connects classroom learning with real-world community

**Theory of Knowledge (TOK)****Length & Credit:** 2 years, 1 credit**Grades:** 11 & 12**Prerequisite:** None

Theory of Knowledge is a unique component of the DP core that challenges students to reflect on the nature of knowledge and how we come to know what we claim to know. Through critical thinking and inquiry, students explore knowledge questions across various areas of knowledge and ways of knowing, fostering intellectual curiosity and intercultural understanding. TOK develops students' ability to analyze and evaluate perspectives, encouraging them to become reflective, open-minded learners.

**Extended Essay****Length & Credit:** 2 years, 1 credit**Grades:** G11 & G12**Prerequisite:** None

The Extended Essay (EE) is a self-directed research project in which students explore a topic of personal interest within a DP subject. This 4,000-word essay develops critical thinking, research, and academic writing skills, preparing students for university-level work. The EE promotes intellectual discovery, self-discipline, and the ability to organize and communicate ideas effectively. Through this experience, students gain valuable inquiry-based learning skills that will benefit them throughout their academic and professional journeys.

---

**Creativity, Activity, Service****Length & Credit:** 2 years, 1 credit**Grades:** G11 & G12**Prerequisite:** None

Creativity, Activity, and Service (CAS) is an essential component of the DP core at QAK High School, promoting experiences outside the classroom. CAS encourages students to engage in creative expression, physical activity, and community service, helping develop personal growth, resilience, and a sense of global responsibility. Through reflection, students enhance collaboration, empathy, and ethical decision-making skills, preparing them to become well-rounded individuals who contribute positively to their communities and the world.

---



**الخور Al Khor**  
أكاديمية قطر Qatar Academy

عضو في مؤسسة قطر  
Member of Qatar Foundation