

# Jumeirah English Speaking School (JESS) 

## Sixth Form

Curriculum Booklet 2017-2019

Welcome to the International Baccalaureate Diploma Programme (IBDP), Diploma Courses and BTEC programmes at JESS Arabian Ranches. The purpose of this Curriculum Booklet is to provide you with enough information regarding the curricula on offer so as to arrive at the best possible combination of studies for your son/daughter. It is our strong belief that all pathways on offer will provide an education rich in the skills required for a life-long education that will continue to pay dividends in any area they choose to apply it to.

The IB Programmes present a combination of academically rigorous, yet holistic curricula that 'aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect' (IBO Mission Statement). The BTEC routes offer a more specialised educational pathway for those of our students who are both keen and determined to pursue onward study or employment in a specific area. This booklet will outline all the courses of study on offer at JESS and explain the application process for securing a place in each of these programmes.

Irrespective of the programme of study chosen, JESS promotes the education of the whole person, emphasising intellectual, personal, emotional and social growth through various domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, these programmes offer the breadth for educating the whole person as a lifelong learner. We believe that all programmes are 'student centred but teacher led' and as a result JESS staff are highly motivated, appropriately qualified and internationally minded teachers. Exceptional quality support, both academic and pastoral, is offered at a structural and individual level for our students in order to create a highly conducive environment for learning and teaching.

JESS has a fully resourced library that boasts hundreds of academic calibre titles, subscriptions for journals and academic websites and a plethora of resources suitable for the courses of study offered at our school. A suite of ICT facilities are available for JESS students along with a dedicated Sixth Form centre for senior students that serves as an area for both independent and collaborative learning.

All our programmes offer an exciting and challenging curriculum that requires students to have an excellent work ethic along with an extremely resilient approach to learning in order to succeed. If you want your son/daughter to become an independent lifelong learner who is knowledgeable, principled, open-minded, caring and balanced with an inquiring mind and the ability to take risks and communicate effectively, then JESS is the right place for them.

## Yours faithfully,

## Kosta Lekanides

Assistant Head Teacher,
Head of IB Programmes
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## THE IB DIPLOMA AND COURSES

## What is the International Baccalaureate?



The International Baccalaureate Organisation was established in 1968 to meet the educational needs of students in International Schools. From these early days it has grown to an organisation that teaches over 1 million students in 3681 schools in 146 countries. The IB is now taught in both International Schools and State sector schools across the globe, with the highest number of schools being in the United States.

The International Baccalaureate Organisation (IBO) is based in Geneva with its head curriculum office for the Africa, Europe and Middle Eastern (AEM) region located in The Hague, Netherlands. There are regional offices that deal with Professional Development and administration of the program in different parts of the world in the Asia Pacific, South America, North America and Europe, Middle East and Africa.

The IB offers three programmes, the Primary Years Programme (PYP); the Middle Years Programme (MYP) and the Diploma Programme (DP). JESS Arabian Ranches implements the Diploma and Diploma Courses into its Sixth Form at Year 12 and 13.

JESS Arabian Ranches intends to maintain the current curriculum arrangements at Year 7-9 where a broad curriculum based on the English National Curriculum is taught and at Year 10 and 11 where the GCSE and IGCSE programmes will continue to run. Both of these programmes are seen as very good groundings for the IB, and prepare students adequately for the rigours of an IB diploma in the Sixth Form.

## Why has JESS chosen to be an IB World School?



The IB is recognised as one of the pre-eminent curriculum programmes worldwide. It is a holistic, rigorous curriculum that helps prepare students for the realities of life in the $21^{\text {st }}$ century. Heavily focused on critical thinking and problem solving, it attempts to encourage international mindedness, compassion, tolerance and a love for learning. Whilst the IBDP may not be for everybody, the breadth of the programme and the focus on internationalism and critical thinking in the parameters of a robust curriculum are recognised as an excellent preparation for university and beyond. One of the driving motivations for implementing the IBDP is the fact that it is acknowledged by Universities worldwide as an excellent qualification and it is particularly sought after by the world's top Universities.

## IBO 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.

## Curriculum

The IBDP is a comprehensive two year pre-university course that aims to prepare students for the rigours of university but also to be caring, compassionate, global citizens with an appreciation of lifelong learning. Students must do a range of subjects, one taken from each of the six groups, doing three subjects at Higher Level and three at Standard Level over two years, as well as compulsory studies in Theory of Knowledge
 (TOK), Creativity, Activity and Service (CAS), and a 4000 word Extended Essay (EE). Students are examined at the end of their second year.

Whilst subjects in the IBDP are no harder individually than traditional Sixth Form subjects, the requirements that students do a broad range of subjects including the core mean that the IB Programmes provide a curriculum of breadth. Because of this, graduates with IB qualifications are not only recognised, but are highly sought after by universities around the world.

## University Recognition - IB Diploma

The International Baccalaureate Diploma Programme is widely recognised and often pursued by universities around the world
as a qualification of excellence. In many cases IB graduates are often preferred over other qualifications because of the breadth of their prior studies. Even a modest Diploma pass fares favourably with other qualifications like the British A level. Students wishing to study in the UK are given very generous UCAS points with an IBDP pass. Many Universities in the United States even give advanced credit for IBDP graduates. Nevertheless, like all High School qualifications, it is important to check your target university to see specific university and course requirements. JESS will offer clear, informed guidance on university selection and tertiary options over the course of the Diploma Programme.

## IB Programme Fees

Parents/Guardians are required to pay a 'Place Confirmation' Deposit, registration fees and subject exam fees in addition to the school's regular tuition fees.

The 'place confirmation' deposit of 3000 AED is non-refundable, however it is deducted from the fees on starting Year 12.

As of 2017 these fees are as follows (subject to change):
Registration Fee: 900 AED
Subject Exam Fee: 700 AED (per subject)
Core Subjects (DP Courses students only): 400 AED per component (approx.)
There are also fees for any changes or amendments to IB subject options that are requested by students in the second year of the IB Programme. These will be communicated by Mrs Samantha Henderson at the time of the request.

## The IB/Sixth Form Team

| IB Curriculum Team |  |  |  |
| :--- | :--- | :--- | :---: |
| Head of IB Programmes | Mr Kosta Lekanides | klekanides@jess.sch.ae |  |
| Extended Essay Coordinator | Ms Elisabeth Halstead | ehalstead@jess.sch.ae |  |
| Creativity, Activity, Service (CAS) <br> Coordinator | Ms Gemma Briggs | gbriggs@jess.sch.ae |  |
| Theory of Knowledge Coordinator | Mr Kosta Lekanides | klekanides@jess.sch.ae |  |
| IB Pastoral and Administrative Team |  |  |  |
| Deputy Head (Key Stage 5) | Mr lan Thurston | ithurston@jess.sch.ae |  |
| Head of Year 12 | Mr Allan Birimac | abirimac@jess.sch.ae |  |
| Head of Year 13 | Mrs Sonia Henderson | shenderson@jess.sch.ae |  |
| University Counsellor | Mrs Lynn Willmoth | Iwillmoth@jess.sch.ae |  |
| University Applications Advisor | Mrs Kate Salisbury | ksalisbury@jess.sch.ae |  |
| IB/Sixth Form Administrator | Mrs Samantha Henderson | samhenderson@jess.sch.ae |  |

## IB DIPLOMA PROGRAMME



## Curriculum Groups

## Group 1 - English

- English Literature HL/SL
- English Language \& Literature HL /SL


## Group 2 - Languages

- French HL/SL and Ab Initio* SL
- Spanish HL/SL and Ab Initio* SL
- Arabic HL/SL and Ab Initio* SL
*Note: Ab Initio language is an entry level language focusing more on conversational language - students choosing Ab Initio courses are not expected to have any prior language study in the chosen language. Students who have studied the designated language in previous years cannot study the same language at Ab Initio level.


## Group 3 - Individuals and Society

- History HL/SL
- Geography HL/ SL
- Business Management HL/ SL
- Economics HL/SL
- Information Technology in a Global Society (ITGS) HL/SL
- Psychology HL/ SL
- Environmental Systems and Society SL (only)*
*Note: Environmental Systems and Societies constitutes an interdisciplinary subject and thus can count towards either Individuals and Societies or the Experimental Sciences. Therefore, if a student does not wish to take any of the subject offered in Group 4 they can opt for this and vice-versa.


## Group 4 - Experimental Sciences

- Biology HL/SL
- Chemistry HL/SL
- Physics HL/SL
- Design Technology HL/SL
- Environmental Systems and Society SL (only)
- Sports, Exercise and Health Science HL/SL


## Group 5 - Mathematics

- Mathematics HL
- Mathematics SL
- Mathematical Studies SL


## Group 6 - The Arts (and Electives)

- Visual Arts HL/SL
- Music HL/SL
- Theatre $\mathrm{HL} / \mathrm{SL}$
- Free Elective ( another subject from Groups 2,3 or 4)
(Note: Subjects offered will be dependent on student interest. The school however is committed to offering as many subjects as possible to maximize the opportunities for our cohort.)


## Standard Level and Higher Level

Students choose three subjects at Standard Level and three at Higher Level. Standard level subjects contain 150 hours of teaching time over the two years, whilst higher level subjects have 240 hours of teaching time. Higher level is differentiated from Standard Level by the depth and breadth of work studied as opposed to the difficulty per se. Some Standard and Higher level classes may be joined. (Students can choose to do more than three subjects at HL where they wish to experience the Higher level offering prior to making a final decision. The understanding is that they drop one to SL by the end of Term 1 however).

## The IB Diploma Programme Core

Creativity, Activity and Service (CAS)



CAS is a core requirement for all IB students. This requires students to participate in extra-curricular activities related to creativity, activity and service and underpinned by the idea that the students "think globally, act locally". It is an excellent opportunity to get involved in activities both here at JESS and also in the wider context of Dubai and beyond. Student talents and skills are given a structured and reflective framework through which to explore their sense of holistic education.

Activities planned by students in the past have included: raising funds for various charities, supporting external relief agencies such as Médecins Sans Frontières, assisting surgery in Bangladesh; working with Feline Friends or the Senses centre; sports coaching; expeditions to Nepal; tutoring both in JESS and externally; learning to scuba dive and help survey reefs; setting up and running clubs and societies; learning to drive on a race track, teach a language or skill and so on.

This area of the IB Diploma is where the student can develop their personal interests and try out new things and is core to the whole ethos of the IB in developing internationally aware, healthy young people. The requirement of meeting 8 defined outcomes spread across the three areas over two years is an expansive opportunity for students to cultivate themselves beyond the purely academic rigours of school life.

Here at JESS we offer a comprehensive array of creative activities, events such as the TEDx event, expeditions to Nepal and Vietnam, the Model United Nations and World Scholar's Cup, sports, expeditions and service related opportunities to allow students to complete the specific requirements of this core component while also providing them with structured support at all stages through the utilization of the online ManageBac system. Activities planned and completed as part of the CAS programme significantly augment a student's curriculum vitae and helps differentiate them at both university and employment related interviews.

## Theory of Knowledge (TOK)



The Theory of Knowledge (TOK) course encourages critical thinking about knowledge itself with the aim of trying to help young people make sense of what they encounter. As such, it constitutes a flagship element at the core of the Diploma Programme. By its very nature, TOK is an interdisciplinary course that aims to identify and critically analyse how we learn, by transcending and unifying different academic areas, as well as encouraging appreciation of other cultural perspectives, in an attempt to arrive at a coherent approach to learning. TOK instruction is approximately 150 hours spread out over the two years of the IB Diploma. Its core content is questions like these:

What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

It is a commonplace to say that the world has experienced a digital revolution and that we are now part of a global information economy. The extent and impact of the changes signalled by such grand phrases vary greatly in different parts of the world, but their implications for knowledge are profound. Reflection on such huge cultural shifts is one part of what the TOK course is about. Its context is a world immeasurably different from that inhabited by "renaissance man". Knowledge may indeed be said to have exploded: it has not only expanded massively but also become increasingly specialized, or fragmented. At the same time, discoveries in the 20th century (quantum mechanics, chaos theory) have demonstrated that there are things that it is impossible for us to know or predict.

Students entering the Diploma Programme typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. These include the above-mentioned questions, viewed from the perspective of the student, but often begin from more basic ones, like: What do I claim to know [about X]? Am I justified in doing so [how?]? Such questions may initially seem abstract or theoretical, but TOK teachers bring them into closer focus by taking into account their students' interests, circumstances and outlooks in planning the course.

The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Student will learn to make connections between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research and learn to make distinctions between different kinds of knowledge.

## This course aims to:

1. Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. Develop an awareness of how individuals and communities construct knowledge and how this is critically examined.
3. Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.
4. Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.
5. Understand that knowledge brings responsibility which leads to commitment and action.

The Extended Essay (EE) is the final compulsory element of the course. Students are required to plan, research and write a 4000 word essay on a subject of their choice (accompanied by a 500 word reflection piece on the process). Students will be allocated an extended essay supervisor who will assist in the planning and drafting of the essay along with comprehensive instruction on how to research, draft and annotate their work. The EE is seen by universities as a very positive and preparatory undertaking because it ensures students have had access to the conventions of extended writing, research skills and intellectual honesty. Many an extended essay has formed the basis of university theses and academic journal publications and as such constitutes the perfect stepping stone for the rigours of university life.

## IB DIPLOMA COURSES

The IB Diploma Programme has a reputation for being an academically rigorous programme; nonetheless the IB strives to be flexible and inclusive in its educational philosophy. As a result there is provision in the IBDP for students who have varied strengths and weaknesses or who do not require the full complement of IBDP options. At JESS the alternative IB Diploma Courses will be offered for a select number of students who qualify according to the specific criteria set for this route.

## The Diploma Courses Overview



## The Diploma Courses

- A minimum of four subjects (up to six) can be selected, with at least one chosen at Higher Level. Where students are able to demonstrate strong performance/results at GCSE then additional HL subjects may be permitted.
- English (Literature/Language \& Literature Course at $\mathrm{HL} / \mathrm{SL}$ ), Mathematics Studies (or SL upon consultation) is highly recommended for all Diploma Courses students.
- Compulsory Theory of Knowledge (TOK) lessons along with the IBDP students though there is no obligation to complete the TOK assessments. Diploma Courses students will be expected, however, to participate in TOK lessons.
- Compulsory Creative, Activity and Service (CAS) participation. This is excellent for boosting one's curriculum vitae and for adding depth to personal statements.
- Optional: Students may choose to complete an Extended Essay.


# Application Process (IB Diploma Programmes) 

The procedure for application and entry into any of the Sixth Form Programmes is outlined below:

## Entrance Criteria - General Expectations

Applicants should be able to demonstrate the following:

- Full commitment to their studies
- Excellent record of behavior and attitude to studies
- High levels of attendance during the academic year
- Willingness to take responsibility for their own learning
- Ability to act as a positive role model to the rest of the school
- Ability to embrace all opportunities afforded them
- Willingness to get involved in many areas of school life
- Willingness to undertake positions of leadership


## Entrance Criteria - IB Diploma Programme (IBDP)

[For JESS \& external students]

## GCSE (or equivalent) Entry Requirements for Internal \& External students

1. ' $A$ ' grade passes are required for Higher Level subjects and ' $B$ ' grade passes for Standard Level.
2. A student must meet the grade requirements for 3 Higher Level and 3 Standard Level courses within the JESS Options Blocks.
3. Students must have the academic ability to cope with the rigour of the IBDP.

## NOTE (for JESS students only):

- Where students have failed to meet the entry requirement for one subject, a final decision will be made by the Deputy Head (KS5). This decision is made on the understanding that occasionally a weakness in a particular subject can be compensated by demonstrated strengths in the other five subject chosen as part of the IB Diploma seeing as it is a programme of study as opposed to individualised examinations.
- Where a student fails to meet the minimum entry requirement for two or more subject then the alternative Diploma Courses option should be sought.


## Entrance Criteria - IB Diploma Courses

1. English Language and Mathematics at GCSE Level, Grade C or above.
2. A' grade passes are required for Higher Level subjects and ' $B$ ' grade passes for Standard Level.
3. Minimum of 1 Higher Level subject AND a minimum of 4 subjects in total.
4. Students can opt to take the Core Diploma elements of Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity \& Service (CAS).
4.1 Participation in the Theory of Knowledge lessons and Extended Essay induction is mandatory though students need not complete the formal assessments unless they wish to.
4.2 Students are also expected to complete a part of CAS so as to augment their CVs.
5. An interview will be required before full permission is granted for admission into a combination of Diploma Courses. Where applicable, students will be required to sign an undertaking stipulating their agreement to adhere to any specific admission requirements.

External Applicants: JESS does not accept external applicants into the Diploma Courses Programme.

## Application Process - All Sixth Form Programmes

Options Form: All students need to complete the online application where they select their preferred course of study.

Curriculum Vitae: All students need to submit a CV to the Sixth Form Office. Provide evidence of achievements, leadership roles, extra-curricular engagement and responsibilities. These should be summarised in a CV of your own making (one A4 sheet will suffice). The information should reflect activities undertaken both inside and outside of school and can be of an academic or non-academic nature. It is also useful to include any supplementary educational qualifications that you may hold (e.g. music certification etc). The idea is to show off your strengths in a summative manner.

Interview: In certain situations, a follow-up interview may be required to ascertain the viability of a proposed programme of study with both student(s) and parent(s). This may involve a discussion of all of the above and how the student intends to build on these areas in Years 12 and 13. Students will be asked how they will contribute to life at JESS as a whole in conjunction with their own personal and academic development. The expectations of a JESS IB student will also be outlined and discussed in detail during this interview.

Deposit: A non-refundable deposit of 3000AED is required to be paid by the options deadline (early February) in order to secure a place. This is deducted from the first Term fees at JESS.

External Students: You will be required to sit an entry test in Mathematics and English (this can be sent overseas). In addition, you may be required to attend an interview. Please note that priority is given to JESS students first. Whilst we will accept applications up to a year in advance for September entry, we will only review the application in mid-February when we have concluded internal applications.

IB GROUP \& SUBJECT REQUIREMENTS:

| Group | Subject | Level | Entry Requirements |
| :---: | :---: | :---: | :---: |
| 1 | Language A1 |  |  |
|  | English Literature | HL | Grade AA in English Language and English Literature at GCSE Level |
|  | English Language and Literature | HL | Grades AA in English Language and English Literature at GCSE Level |
|  | English Literature | SL | Minimum of Grade BB at both English Language and English Literature at GCSE Level |
|  | English Language and Literature | SL | Minimum of Grade BB at both English Language and English Literature at GCSE Level |
|  | Self-Taught Language | SL | Having a first language other than English; and an interview with student/parents and Head of IB Programmes to assess suitability to the proposed course. |
| 2 | Language B |  |  |
|  | French | HL | Minimum of Grade A at GCSE level |
|  | Spanish | HL | Minimum of Grade A at GCSE level |
|  | Arabic | HL | Minimum of Grade A at GCSE level |
|  | French | SL | Minimum of Grade B at GCSE level |
|  | Spanish | SL | Minimum of Grade B at GCSE level |
|  | Arabic | SL | Minimum of Grade B at GCSE level |
|  | French | $\begin{gathered} \mathrm{Ab} \\ \text { Initio } \end{gathered}$ | Minimum of Grade B at GCSE level (in an alternate language) or if students have not studied an additional language admission is subject to the Head of Department's approval. |
|  | Spanish | $\begin{gathered} \mathrm{Ab} \\ \text { Initio } \end{gathered}$ | Minimum of Grade B at GCSE level (in an alternate language) or if students have not studied an additional language admission is subject to the Head of Department's approval. |
|  | Arabic | Ab Initio | Minimum of Grade B at GCSE level (in an alternate language) or if students have not studied an additional language admission is subject to the Head of Department's approval. |

NOTE: To enrol in an Ab Initio (beginners) language a student must not have studied the designated language in Key Stage 4 (or for the last 2 years). It is highly advisable that students demonstrate some competencies in language learning. HL and SL languages require strong, demonstrated competencies in the designated languages. They cannot be a mother language as these courses are intended for advanced second language speakers (not native speakers of the designated language). Entry into the $\mathrm{HL} / \mathrm{SL}$ courses are determined by the subject leader in adherence to the above rule concerning suitability.

| 3 | Individuals and Societies |  |  |
| :--- | :--- | :--- | :--- |
|  | Economics | HL | Minimum of Grade A in Business or Economics at GCSE Level or if <br> students have not studied Business and Economics at GCSE level they <br> should have a minimum of Grade A at GCSE Level in English Language <br> and Mathematics |
| Business and Management | HL | Minimum of Grade A in Business or Economics at GCSE Level or if <br> students have not studied Business and Economics at GCSE level they <br> should have a minimum of Grade A at GCSE Level in English Language <br> and Mathematics |  |
| Geography | Information Technology in a Global | HL | Minimum of Grade A at GCSE Level or if students have not studied <br> Geography at GCSE Level they should have a minimum of Grade A at <br> GCSE Level in English Language and Mathematics. |
| Society (ITGS) | Minimum of Grade A in IT at GCSE Level or if students have not studied <br> ICT at GCSE level they should have a minimum of Grade A at GCSE Level <br> in English Language and Mathematics. |  |  |
| History | HL | Minimum of Grade A at GCSE Level or if students have not studied <br> History at GCSE level they should have a minimum of Grade A at GCSE <br> Level in English Language. |  |
| Psychology | HL | Minimum of Grade A at GCSE Level or if students have not studied <br> Psychology at GCSE level they should have a minimum of Grade A at <br> GCSE Level in English Language or History. Maths/Science Grade B or <br> above at GCSE Level would be desirable. |  |
|  | Economics | Minimum of Grade B in Business or Economics at GCSE Level or if <br> students have not studied Business and Economics at GCSE they <br> should have a minimum of Grade B at GCSE Level in English Language <br> and Mathematics. |  |


|  | Business and Management | SL | Minimum of Grade B in Business or Economics at GCSE Level or if students have not studied Business and Economics at GCSE they should have a minimum of Grade B at GCSE Level in English Language and Mathematics. |
| :---: | :---: | :---: | :---: |
|  | Geography | SL | Minimum of Grade B at GCSE Level or if students have not studied Geography at GCSE level they should have a minimum of Grade B at GCSE Level in English Language and Mathematics. |
|  | Information Technology in a Global Society (ITGS) | SL | Minimum of Grade B at GCSE Level or if students have not studied ICT at GCSE level they should have a minimum of Grade B at GCSE Level in English Language and Mathematics. |
|  | History | SL | Minimum of Grade B at GCSE Level or if students have not studied History at GCSE level they should have a minimum of Grade B at GCSE Level in English Language. |
|  | Psychology | SL | Minimum of Grade B at GCSE Level or if students have not studied Psychology at GCSE level they should have a minimum of Grade B at GCSE Level in English Language or History. Maths/Science Grade B at GCSE level would be desirable. |
| 4 | Experimental Sciences |  |  |
|  | Biology | HL | Minimum of Grade A in GCSE Biology component and an A in Additional Science |
|  | Chemistry | HL | Minimum of Grade A in GCSE Chemistry component and an A in Additional Science |
|  | Physics | HL | Minimum of Grade A in GCSE Physics component and an A in Additional Science |
|  | Design Technology | HL | Minimum of Grade A at GCSE Level |
|  | Sports, Exercise and Health Science | HL | Minimum of Grade A at GCSE Level in Physical Education (theory) and an A in the GCSE Biology component of Additional Science. |
|  | Biology | SL | Minimum of Grade B in GCSE Biology component and/or a B in Additional Science |
|  | Chemistry | SL | Minimum of Grade B in GCSE Chemistry component and/or a B in Additional Science |
|  | Physics | SL | Minimum of Grade B in GCSE Physics component and/or a B in Additional Science |
|  | Design Technology | SL | Minimum of Grade B at GCSE Level |
|  | Sports, Exercise and Health Science | SL | Minimum of Grade B at GCSE Level in Physical Education (theory) and a $B$ in the GCSE Biology component of Additional Science. |
|  | Environmental Systems and Societies (ESS) | SL | Minimum of Grade B at GCSE level in Science |
| 5 | Mathematics |  |  |
|  | Mathematics | HL | Minimum of Grade A* at IGCSE level and completion of an additional Maths qualification (with an A if OCR or B if CIE boards) |
|  | Mathematics | SL | Minimum of Grade A at IGCSE level and satisfactory completion of summer work |
|  | Mathematical Studies | SL | Minimum of Grade B at IGCSE level |
| 6 | Arts |  |  |
|  | Music | HL | Minimum of Grade A at GCSE Level. If a student has not taken Music, then consultation with the Head of Department will be required. |
|  | Theatre | HL | Minimum of Grade A at GCSE Level. If a student has not taken Drama, then consultation with the Head of Department will be required. |
|  | Visual Arts | HL | Minimum of Grade B at GCSE Level in Art and Design. If a student has not taken Visual Arts, then consultation with the Head of Department will be required. |
|  | Music | SL | Minimum of Grade B at GCSE Level. If a student has not taken Music, then consultation with the Head of Department will be required. |
|  | Theatre | SL | Minimum of Grade B at GCSE Level. If a student has not taken Drama, then consultation with the Head of Department will be required. |
|  | Visual Arts | SL | Minimum of Grade C at GCSE Level in Art and Design. If a student has not taken Visual Arts, then consultation with the Head of Department will be required. |

## NOTE:

- Where students have failed to meet the minimum entry requirement for a particular subject, a decision will be made by the Subject Leader and the Head of Sixth Form/Head of IB Programmes with regards the creation of a workable programme of study.
This consideration is made on the understanding that occasionally a weakness in a particular subject can be compensated by demonstrated strengths in the other five subject chosen as part of the IB Diploma seeing as it is a programme of study as opposed to individualised examinations.
- Where a student fails to meet the minimum entry requirement for two or more subjects then the alternative Diploma Courses or BTEC option should be sought.


## Entrance Criteria - IB Diploma Courses

1. Entry into IB Diploma courses is subject to the entry requirements for the IB Diploma Programme. For subject specific entry requirements please refer to the 'Group \& Subject Requirements' table above.
2. ESL students will require a minimum of a B in English Language (or an IELTS score of 7.0 and above).
3. Strong, demonstrated competencies in extra-curricular areas or subject specialisation.
4. Students must take AT LEAST one subject at Higher Level and AT LEAST four subjects overall.
5. Students can opt to take the Core Diploma assessment elements of Theory of Knowledge (TOK) and Extended Essay (EE).
5.1 Participation in the Theory of Knowledge lessons is mandatory though students need not complete the formal assessments unless they wish to.
5.2 Students are also expected as a minimum to complete a part of CAS so as to augment their CVs.

## Application Process - All IB Programmes

Options Form: All students need to complete the online application where they select their preferred course of study.

Curriculum Vitae: All students need to submit a CV to the Sixth Form Office. Provide evidence of achievements, leadership roles, extra-curricular engagement and responsibilities. These should be summarised in a CV of your own making (one A4 sheet will suffice). The information should reflect activities undertaken both inside and outside of school and can be of an academic or non-academic nature. It is also useful to include any supplementary educational qualifications that you may hold (e.g. music certification etc). The idea is to show off your strengths in a summative manner.

Interview: In certain situations a follow-up interview may be required to ascertain the viability of a proposed programme of study with both student(s) and parent(s). This may involve a discussion of all of the above and how the student intends to build on these areas in Years 12 and 13. Students will be asked how they will contribute to life at JESS as a whole in conjunction with their own personal and academic development. The expectations of a JESS IB student will also be outlined and discussed in detail during this interview.

## The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The IB Learner Profile is embedded in all assessment and as such constitutes the beating heart of the programme.


IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ASSESSMENT

## How does assessment work?

The maximum total marks available for an IBDP student are 45. Each of the six subjects are given a final mark out of 7 meaning that a total of 42 is available for subjects areas, whilst a total of 3 marks is given for the EE and TOK assessments combined. Each subject area has between $20-35 \%$ coursework that is internally marked and externally moderated. The remainders of the marks, constituting the final examinations, are externally marked.

Generally a student needs to achieve a minimum of 24 marks to receive their Diploma and must successfully complete all three elements of the core.


## Pass Requirements

From the May 2015 session the following failing conditions have come into effect:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject (usually as a result of academic malpractice or failure to submit work).
4. A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

## Diploma Courses

There are no specific award conditions for Diploma Courses as all results are printed on their final certificate.

As a general rule, a level 3 is considered a 'pass' for all Diploma courses though universities/colleges will have specific entry requirements which are often higher than this (usually a 5).

[Group 1] Course Description:

The IB Diploma Programme Language A: Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature, the formal analysis of texts and wide coverage of a variety of literature-both in the language of the subject and in translated texts from other cultural domains-is combined with a study of the way literary conventions shape responses to texts. This course supports both a broader understanding of texts as a product of their contexts of production and reception, and a personal engagement with the detail of each writer's stylistic choices. The development of students as accomplished critical readers is achieved through the wide range of works studied, and the varied nature of assessments carried out in this course.

Students completing this course will have gained a thorough knowledge of a range of texts and an understanding of diverse cultural perspectives. They will also have developed skills of close analysis and the ability to support an argument both orally and in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from that of the examination.

Types of Works Studied in Previous Years has Included:

| Othello \& Macbeth | William Shakespeare |
| :--- | :--- |
| The Great Gatsby | F. Scott Fitzgerald |
| Jane Eyre | Charlotte Bronte |
| A Doll's House | Henrik Ibsen |
| A Streetcar Named Desire | Tennessee Williams |
| Poetic Works | Sylvia Plath, John Keats |
| Antigone | Sophocles |

While students in the Literature course will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue. The Literature course is designed to provide students with the understanding of literary techniques involved in literary criticism and promote the ability to form independent literary judgments.

| Assessment at a Glance |  |  |
| :---: | :---: | :---: |
| Type | Format | Weighting |
| External |  | $\mathbf{7 0 \%}$ |
| Paper 1 | Literary Commentary and Analysis of an unseen text | $\mathbf{2 0 \%}$ |
| Paper 2 | Essays on at least two works studied | $\mathbf{2 5 \%}$ |
| Written Assignment | Reflective Statement and Literary Analysis on one work studied | $\mathbf{2 5 \%}$ |
| Internal |  | $\mathbf{3 0 \%}$ |
| Oral Work | Formal Oral Commentary and Interview (10-20 mins SL/HL) | $\mathbf{1 5 \%}$ |
|  | Individual Oral Presentation (10-15 mins) | $\mathbf{1 5 \%}$ |

## English Language \& Literature

## [Group 1] Course Description:

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous.

The Language \& Literature course is specifically designed to address the needs of today's students. Students will be exposed to a wide range of written, oral and visual materials in order to explore how language develops in specific cultural contexts, how it impacts on the world and the ways in which language shapes both individual and group identity. They will examine different forms of communication within the media, develop an awareness of the potential for educational, political or ideological influence of the media and demonstrate appreciation of the way mass media use language to inform, persuade or entertain.

A significant part of this course is literature; students will learn to recognise that meaning is shaped by culture and context. Literary texts are not created in a vacuum but influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, students will be able to consider the relationship of literature to issues at large such as gender, power and identity. Students will be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts will encourage students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

## Topics/ texts:

This course is divided into four parts and a range of works of different genres are studied through the course of two years.

In Parts 1 and 2 (language units), a wide range of text types will include images with or without text, literary and nonliterary written texts and extracts from media texts, for example films and web pages. Oral texts will include speeches, broadcasts and presentations.

In Parts 3 and 4 (literature units), students will study four ( SL ) or six ( HL ) works of literary merit in total, covering at least two literary genres, periods and places. Individual teachers within the English department have the flexibility to select works of their choice for individual classes; hence, the titles of works will be informed to students at the outset of the course.

| Assessment at a Glance | Format | Weighting |
| :---: | :---: | :---: |
| Type |  | $\mathbf{7 0 \%}$ |
| External | Unseen textual analysis | $\mathbf{2 5 \%}$ |
| Paper 1 | Essay on at least two works studied | $\mathbf{2 5 \%}$ |
| Paper 2 | Three written tasks on material studied with one |  |
| Written | additional critical response at HL. | $\mathbf{2 0 \%}$ |
| Tasks |  | $\mathbf{3 0 \%}$ |
| Internal | Individual Oral Commentary | $\mathbf{1 5 \%}$ |
| Oral Work | Two Further Oral Activities | $\mathbf{1 5 \%}$ |
|  |  |  |



The Ab initio language courses are language-learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language or have not studied this language at IGCSE/GCSE level. The main focus of the course is on the acquisition of language required for purposes and situations in everyday social interaction. Though a student does not require any previous experience with the designated language in order to access an Ab Initio course, it should be borne in mind that an Ab Initio language is just as challenging as the Standard/Higher level courses in terms of skills required to do well in the subject as students are expected to acquire a new language and develop it to a good degree of competency.

Standard Level is for a language learner who has ideally 3 to 5 years experience of the target language.
IB Standard Level is a language course designed to be followed over two years by students who have some previous experience of learning in their chosen language. The focus of this course is the reinforcement of all the basics previously learned and developed to a sophisticated degree at a Standard Level.

This course will give the students an excellent degree of competency in language skills allow them to explore the cultural context of the target language. The aim of this course is also to prepare students to be world citizens who are able to communicate fluently in a different foreign language.

Higher Level is for a language learner who has a minimum of 4 to 5 years experience of the target language and intends to study the language for a future career.

These courses will give the student a high degree of competency in the language and all them to explore the cultural context of the target language. The types of language structures needed for these purposes and situations are more refined. The IB Language course at Higher Level offers students an enriched study of language, literature, and culture with relevance to international societies.

Ability in languages opens many doors particularly in areas such as Business, Law, International Relations and Tourism.

## Ab Initio Prescribed Topics

- Individual \& Society
- Leisure \& Work
- Urban \& Rural Environment

Core Topics (HL/SL)

- Communication \& Media
- Global Issues
- Social Relationships

Options (HL/SL)

- Cultural Diversity
- Customs \& Traditions
- Health
- Leisure
- Science \& Technology

| Assessment at a Glance |  |  |  |
| :---: | :---: | :---: | :---: |
| Type | Format | Weighting |  |
| External |  | $\begin{gathered} \hline \text { HL/SL } \\ 70 \% \end{gathered}$ | Ab Initio 75\% |
| Paper 1 | Receptive skills <br> Text-handling exercises on four written texts | 25\% | 30\% |
| Paper 2 | Written productive skills through two writing exercises | 25\% | 25\% |
| Written Assignment | Receptive and written productive skills Creative writing and rationale | 20\% | 20\% |
| Internal |  | 30\% | 25\% |
| Oral Work | Individual Oral Exam | 20\% | 25\% |
|  | Interactive Oral Activities | 10\% |  |



## [Group 3] Course Description:

The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and socio-cultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

Fundamentally, Psychology is the scientific study of the mind and behaviour. It investigates the reasons why people think and act in the ways that they do. This enables better understanding of both the self and others. Psychological theories are founded on academic research and students learn about the findings of these studies. However, the validity of findings rests on the quality of the research and students learn to evaluate this in order to decide between competing theories.

The role of Psychology is to enable greater understanding of what it is to be human in order to improve the quality of human life. It is applied in a range of practical fields and is best suited to students with an interest in people and who are considering a career in which human interaction is a key factor. This course will address complex issues regarding research methodologies and the use of technology by looking at how people interpret meanings, relationships and health, both between different cultures, and across different groups within the same culture.

## Topics:

## Research Methodology

- Introduction to research methods
- Quantitative research methods
- Qualitative research methods (HL)
- Ethics

Levels of Analysis:

- Biological
- Cognitive
- Socio-cultural


## Options

- Developmental
- Human Relationships
- Abnormal Psychology

Assessment at a Glance

| Type | Format | Weighting (HL/SL) |  |
| :---: | :---: | :---: | :---: |
| External |  | $\mathbf{8 0 \%}$ | $\mathbf{7 5 \%}$ |
| Paper 1 | Short Answers and one extended response | $\mathbf{3 5 \%}$ | $50 \%$ |
| Paper 2 | Answer 1-2 of 15 questions in essay form | $\mathbf{2 5 \%}$ | $\mathbf{2 5 \%}$ |
| Paper 3 | Answer three essay questions based on stimulus material | $\mathbf{2 0 \%}$ |  |
| Internal |  | $\mathbf{2 0 \%}$ | $\mathbf{2 5 \%}$ |
| Study Report | A report of a simple experimental study conducted by the | $\mathbf{2 0 \%}$ | $\mathbf{2 5 \%}$ |
|  | student |  |  |



## [Group 3] Course Description:

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

History is primarily an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

The IB History course is a two year programme of study that will extend students' existing knowledge and understanding of events and challenge their analytical and critical thinking skills. The emphasis of the course is on developments in Europe, Africa and the Middle East during the Middle Ages. The course is explored through a combination of chronological and thematic approaches which culminates in a challenging examination at both Higher and Standard Level. The main difference between HL and SL is the range of content covered with HL students covering an additional three modules as compared to SL ones.

The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally. The study of History teaches thinking and writing skills that are critical in a wide range of professions, from law to business to medicine to international diplomacy to work in non-governmental organisations. There's no substitute for being able to evaluate evidence and make clear, concise, and convincing arguments.

| Examination | Course Content |  |
| :---: | :---: | :---: |
| Paper 1 <br> Weighting: 20\% (HL) <br> $30 \%$ (SL) | History of Europe: Prescribed Subject | 1. Military Leaders: "Genghis Khan c1200-1227" and "Richard I of England (1173-1199)". |
| Paper 2 <br> Weighting: 25\% (HL) <br> 45\% (SL) | Medieval Studies | 2. Causes and Effects of Medieval Wars (750-1500) <br> 3. Dynasties and Rulers (750-1500) |
| Paper 3 (HL Only) <br> Weighting: 35\% (HL) | Either: History of Africa and the Middle East | Study of 3 sections within chosen sub- topic <br> 1: The Abbasid Dynasty (750-1258) <br> 2: The Fatimids (909-1171) <br> 3: Islamic and European Expansionism (1095-1291) |
| Historical Investigation (IA) <br> Weighting: 20\% (HL) <br> 25\% (SL) | Historical Investigation | Section 1: Will require students to analyse 2 sources in detail. <br> Section 2: Consists of the actual investigation itself. <br> Section 3: Reflection (2,220 words) |



## [Group 3] Course Description:

IB Geography is an important subject in the existing climate of globalisation with its reshaping of cultural demographics and strain place upon natural resources. The ability to view issues from a wider perspective is appropriate for working in many different career paths especially seeing as the nature of peoples' working lives is changing. It is less likely that someone will spend all of their life in one company or organisation. If your career path is to be varied, you will need to develop a transferable and flexible skill-set. IB Geography fosters these qualities and provides a firm base for life-long learning.

IB Geography will open your eyes to the ways in which people interact with their environment. Students of this course will develop a clear understanding of many of the problems facing the world today such as global warming, natural hazards, GM crops, the world wide refugee crisis and the conflicts surrounding world trade and debt. A huge range of practical skills will be learnt, including research techniques, decision making and fieldwork data collection. Such transferable skills will prove beneficial to a wide range of further education courses and future careers.

IB Geography gives students the opportunity to understand what is happening to our world. Few subjects are more relevant to our future; a future whose Geography is played out on the screens of our televisions every day. This course will look at the issues humanity faces in the 21st century and the range of methods we can use to manage those potential crises. Fieldwork experiences bring this course to life so that students can truly appreciate the world we are living in.

A clear outline of the proposed topics of study is shown below:

| SL/HL Topics | HL Topics |  |  |
| :--- | :--- | :--- | :--- |
| $\bullet$ | Population in transition | $\bullet$ | The Geography of Food and Health <br> - |
| Disparities in wealth and development | $\bullet$ | Global interactions |  |
| - | Patterns in environmental quality and sustainability |  |  |
| - | Patterns in resource consumption |  |  |
| - | Oceans and their coastal margins |  |  |
| - | Hazards and disasters - Risk assessment and response |  |  |

Assessment at a Glance

| Type | Format | Weighting (HL/SL) |  |
| :---: | :---: | :---: | :---: |
| External |  | $\mathbf{8 0 \%}$ | $\mathbf{7 5 \%}$ |
| Paper 1 | Short answer and extended response | $\mathbf{2 5 \%}$ | $\mathbf{4 0 \%}$ |
| Paper 2 | Response to structured questions | $\mathbf{3 5 \%}$ | $\mathbf{3 5 \%}$ |
| Paper 3 | One essay from choice of three | $\mathbf{2 0 \%}$ |  |
| Internal |  | $\mathbf{2 0 \%}$ | $\mathbf{2 5 \%}$ |
| Study Report | Written Report based on fieldwork study | $\mathbf{2 0 \%}$ | $\mathbf{2 5 \%}$ |



## [Group 3] Course Description:

The Business Management course addresses the rationale for forming business organisations and the principles, practices and skills commonly employed to make the decisions that make them successful. The ideals of international cooperation and responsible citizenship are at the heart of business and management.

The aims of this course are to: promote importance of exploring from different cultural perspectives; encourage a holistic view of the world of business; enable a student to develop to think critically; enable a student to understand the concepts of global economy, business ethics and social responsibilities of all stakeholders of the business environment; provide progression from school to higher education or employment in industry or commerce. A variety of resources will be used in order to encourage students to use business simulations and computer programmes. A number of external industrial visits and also talks by visiting guest speakers should be available to enhance student learning. Much emphasis is placed on analysing real, rather than hypothetical cases.

Business Management is a field of study that often involves ethical and moral questions and lends itself to critical thinking and Theory of Knowledge style discussions plus analysis.

## HL \& SL Core Topics

## Business organization and environment

- Nature of business activity
- Types of organization
- Organizational objectives
- Stakeholders
- External environment
- Organizational planning tools
- Growth and evolution
- Change and the management of change
- Globalization


## Human resources

- Human resource planning
- Organizational structure
- Communication
- Leadership and management
- Motivation
- Organizational and corporate cultures
- Employer and employee relations
- Crisis management and contingency planning


## Accounts and finance

- Sources of finance
- Investment appraisal
- Working capital
- Budgeting
- Final accounts
- Ratio analysis


## Operations management

- Production methods
- Costs and revenues
- Break-even analysis
- Quality assurance
- Location
- Innovation
- Production planning
- Project management

HL TOPICS ONLY

## Business strategy

- Stage 1: Strategic analysis
- Stage 2: Strategic choice
- Stage 3: Strategic
implementation

| Assessment at a Glance |  |  |  |
| :---: | :---: | :---: | :---: |
| Type | Format | Weighting (HL/SL) |  |
| External |  | $\mathbf{7 5 \%}$ | $\mathbf{7 5 \%}$ |
| Paper 1 | Structured questions based on case study | $40 \%$ | $35 \%$ |
| Paper 2 | Structured questions based on stimulus material | $\mathbf{3 5 \%}$ | $\mathbf{4 0 \%}$ |
| Internal |  | $\mathbf{2 5 \%}$ | $\mathbf{2 5 \%}$ |
| Commentary/Report | Written Commentary or Research Report on real issue facing an |  |  |
|  |  | $\mathbf{2 5 \%}$ | $\mathbf{2 5 \%}$ |



## [Group 3] Course Description:

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made towards the satisfaction of human needs. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum - rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.
The course seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

## Topics

## Section 1: Microeconomics

Competitive markets: demand and supply
Elasticity
Government intervention
Market failure

Section 3: International economics
International trade
Exchange rates
The balance of payments
Economic integration

## Section 2: Macroeconomics

The level of overall economic activity
Aggregate demand and aggregate supply
Macroeconomic objectives
Fiscal \& Monetary policy
Supply-side policies

## Section 4: Development economics

Economic development
Measuring development
The role of domestic factors
The role of international trade
The role of foreign direct investment
The roles of foreign aid and multilateral development assistance The role of international debt
Markets and intervention

| Assessment at a Glance | Format | Weighting (HL/SL) |  |
| :---: | :---: | :---: | :---: |
| Type |  | $\mathbf{8 0 \%}$ | $\mathbf{8 0 \%}$ |
| External | Extended Response Paper | $\mathbf{3 0 \%}$ | $\mathbf{4 0 \%}$ |
| Paper 1 | Data Response Paper | $\mathbf{3 0 \%}$ | $\mathbf{4 0 \%}$ |
| Paper 2 | Data Response Paper (2 questions from choice of 3) | $\mathbf{2 0 \%}$ |  |
| Paper 3 |  | $\mathbf{2 0 \%}$ | $\mathbf{2 0 \%}$ |
| Internal | Written commentaries | $\mathbf{2 0 \%}$ | $\mathbf{2 0 \%}$ |
| Portfolio/Commentary |  |  |  |

## Information echnology in acelobal Society

## [Group 3] Course Description:

The Diploma Programme Information Technology in a Global Society (ITGS) course is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of philosophy. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today. ITGS offers an opportunity for a systematic study of these issues, whose range is such that they fall outside the scope of any other single discipline.

Students in ITGS could look towards pursuing careers in Project Management, Systems Analysis, Programmers, Software or Network Engineers, End User Support Analysts, Web or Graphic Designers, Teachers or Trainers and IT Consultants.

Ideal students of ITGS should have an interest in all technology (hardware / software, old /current and new), keep up-to-date in their reading concerning developments in this area, enjoy learning about how technology works, understand its ability to communicate and the limitations imposed upon it alongside a desire to work both in teams and independently to solve problems.

## Topics (students study three inter-linked areas):

- Social and Ethical Significance - the positive and negative aspects of an IT system and its effects on society
Reliability \& Integrity, Security, Privacy \& Anonymity, Intellectual Property, Authenticity, The Digital Divide \& Equality of access, Surveillance, Globalisation \& Cultural Diversity, Policies, Standards \& Protocols, People \& Machines, Digital Citizenship
- Application to specified scenarios - the areas of society where IT is used.

Business \& Employment; Education \& Training; Environment; Health; Home \& Leisure; Politics and Government

- IT Systems - the technology - what it is and how it works.

Hardware, Software, Networks, Internet, Personal and public communications, Multimedia / Digital Media, Databases, Spreadsheets, modelling and simulations, Introduction to Project Management

Assessment at a Glance

| Type | Format | Weighting (HL/SL) |  |
| :---: | :---: | :---: | :---: |
| External |  | $\mathbf{8 0 \%}$ | $\mathbf{7 0 \%}$ |
| Paper 1 | Five structured questions that assess in an integrated way the | $\mathbf{3 5}$ | $\mathbf{4 0}$ |
|  | three strands of the syllabus |  |  |
| Paper 2 | Students are required to write a response to an unseen article. | $\mathbf{2 0}$ | $\mathbf{3 0}$ |
| Paper 3 | Four questions based on a pre-seen case study. | $\mathbf{2 5}$ |  |
| Internal |  | $\mathbf{2 0 \%}$ | $\mathbf{3 0 \%}$ |
| Project | The development of an original IT product for a specified client | $\mathbf{2 0}$ | $\mathbf{3 0}$ |

## Environmental Systems \& Societies SL

## [Group 3 or 4] Course Description:

The main purpose of this course is to give students a coherent perspective on the interconnections between ecosystems and societies. So what does this mean? It means that we won't just say "here is an environmental problem, isn't it terrible?" To really understand the causes and effects of environmental problems, and how people try to manage them, students will need to look at the issues from many angles (e.g. scientific, ethical, historical, economic, cultural and socio-political). This is called taking a 'holistic' approach.

This is why the idea of a 'system' is so important in this course. Ecosystems function as a whole and the systems approach shows this. A systems approach is common to many humanities subjects too, like economics, geography, sociology and politics.

Environmental Systems and Societies (ESS) is an interdisciplinary subject (it draws on knowledge, methods and
 skills from different disciplines,) so the systems approach is a good way to link these all together. The main themes of the course attempt to draw all the topics together; Environmental Value Systems, Sustainability, Management Strategies and Global Viewpoints. By the end of this course students will be able to adopt an informed personal response to current environmental issues (i.e. know where they stand and why). They will also understand the impact of the choices and decisions they make in their own lives and how this can be applied to a global perspective of the issues the human population will face in the near future.

Over the two years, students will study a wide and varied range of ecosystems and environmental issues on many different scales, ranging from an in depth study of a local ecosystem to understanding the global management of the oceans.

During the first year of the course there will be a compulsory fieldwork trip. It will promote a deeper understanding of the scientific methodologies applied in a variety of environments which cannot be taught to a satisfactory standard in a laboratory setting. Skills and hours from the fieldwork trip combine with other practical work covered during the course to contribute to the Practical Scheme of Work (PSOW). Students will also submit an individual investigation of a student-designed research question related to environmental systems and societies that is marked internally.

| Assessment at a Glance |  |  |
| :---: | :---: | :---: |
| Type | Format | Weighting (SL) |
| External |  | $\mathbf{7 5 \%}$ |
| Paper 1 | Case Study | $\mathbf{2 5 \%}$ |
| Paper 2 | Short answer and extended response questions | $50 \%$ |
| Internal |  | $\mathbf{2 5 \%}$ |
| IA | Individual Investigation | $\mathbf{2 5 \%}$ |


[Group 4] Course Description:
The IB Diploma Programme chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject and, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.

Chemistry is a subject which needs an inquiring mind and is essential for students who intend to pursue a career in medicine or related areas. It is also an asset for any Science related area as well as those not sure of their future career path. In order to study Chemistry, students need to have interest, enthusiasm and dedication in Science and Mathematics. The higher level course is suitable for students who have excelled in year 10 and 11 Science and also have a strong record of performance in Mathematics.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Topics - Year 12

- Quantitative Chemistry
- Atomic Structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibria
- Measurement and Data Processing

Topics - Year 13

- Acids and Bases
- Oxidation and Reduction
- Organic Chemistry
- Biochemistry

Apart from the options, all topics will be studied by all students with the higher level students studying each topic in greater depth than the standard level students.

| Assessment at a Glance |  |  |  |
| :---: | :---: | :---: | :---: |
| Type | Format | Weighting (HL/SL) |  |
| External |  | Multiple-choice questions | $\mathbf{8 0 \%}$ |
| Paper 1 | Short answer \& extended response | $\mathbf{8 0 \%}$ |  |
| Paper 2 | Short answer \& extended response | $\mathbf{3 6}$ | $\mathbf{2 0}$ |
| Paper 3 |  | $\mathbf{2 4}$ | $\mathbf{2 0}$ |
| Internal | Individual Investigation | $\mathbf{2 0 \%}$ | $\mathbf{2 0 \%}$ |
| IA |  | $\mathbf{2 0}$ | $\mathbf{2 0}$ |



## [Group 4] Course Description:

IB Biology provides opportunities for study and creative thinking that stimulate and challenge. Students explore concepts and apply knowledge to solve problems and make reasoned decisions. They develop an ability to analyse and evaluate information and an awareness of the need for effective collaboration and communication in scientific endeavour. An appreciation of the global, moral, social, environmental and economic implications of Biology is also important in our international setting.
"In the struggle for survival, the fittest win out at the expense of their rivals because they succeed in adapting themselves best to their environment. " (Charles Darwin 1809-1882)

Through studying biology students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on practical approach through experimental work that characterises this subject. A passion for Biology is an essential prerequisite for this course. Excellent analytical skills, factual recall, application of knowledge and understanding of theories taught, a high standard of ICT skills, the ability to carry out investigations safely, to be able to work in collaboration with others, excellent mathematical skills.

Students of Biology can follow careers in a wide range of science-related fields which extends to such things as, ecology, marine biology, food technology, biotechnology, immunology, molecular/microbiology, pharmacology, genetics, research scientist, education and medicine.

## Topics

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Evolution and Biodiversity
- Human Physiology
- Measurement and Data Processing


## Advanced Higher Level Topics

- Nucleic Acids
- Metabolism, cell respiration and photosynthesis
- Plant Biology
- Genetics and Evolution
- Animal Physiology
- Genetics and Evolution
- Human Physiology

Apart from the options, all topics will be studied by all students with the higher level students studying each topic in greater depth than the standard level students.

| Assessment at a Glance |  |  |  |
| :---: | :---: | :---: | :---: |
| Type | Format | Weighting (HL/SL) |  |
| External |  | $\mathbf{8 0 \%}$ | $\mathbf{8 0 \%}$ |
| Paper 1 | Multiple-choice questions | $\mathbf{2 0}$ | $\mathbf{2 0}$ |
| Paper 2 | Short answer \& extended response | 36 | 40 |
| Paper 3 | Short answer \& extended response | $\mathbf{2 4}$ | $\mathbf{2 0}$ |
| Internal |  | $\mathbf{2 0 \%}$ | $\mathbf{2 0 \%}$ |
| IA | Individual Investigation | $\mathbf{2 0}$ | $\mathbf{2 0}$ |



## [Group 4] Course Description:

Physics is a subject which needs an inquiring mind and is essential for students who intend to pursue a career in engineering or related areas. It is also an asset for any Science related area as well as those not sure of their future career path. In order to study Physics, students need to have interest, enthusiasm and dedication as well as a good standard in Science and Mathematics. The higher level course is suitable for students who have excelled in GCSE Science and also have a strong record of performance in Mathematics.

The IB Diploma Programme physics higher level course exposes students to this most fundamental experimental science, which seeks to explain the universe itself-from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours-and are important life-enhancing, transferable skills in their own right.

Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

| Topics - Year 12 | Topics - Year 13 |
| :--- | :--- |
| 1. Measurements and uncertainties <br> 2. Mechanics <br> 3. Thermal physics | 7. Atomic, Nuclear and particle physics |
| 4. Circular motion and gravitation | 8. Energy production |
| 5. Oscillations and waves | One option topic will be studied from: |
| 6. Electricity and magnetism | A. Relativity |
|  | B. Engineering physics |
|  | C. Imaging |
|  | D. Astrophysics |


| Assessment at a Glance |  |  |  |
| :---: | :---: | :---: | :---: |
| Type | Format | Weighting (HL/SL) |  |
| External |  | $\mathbf{8 0 \%}$ | $\mathbf{8 0 \%}$ |
| Paper 1 | Multiple-choice questions | $\mathbf{2 0}$ | $\mathbf{2 0}$ |
| Paper 2 | Short answer \& extended response | 36 | 40 |
| Paper 3 | Short answer \& extended response | $\mathbf{2 4}$ | $\mathbf{2 0}$ |
| Internal |  | $\mathbf{2 0 \%}$ | $\mathbf{2 0 \%}$ |
| IA | Individual Investigation | $\mathbf{2 0}$ | $\mathbf{2 0}$ |



## [Group 4] Course Description:

Students at JESS Arabian Ranches can choose Design \& Technology as a Group 4 option within experimental sciences branch of the International Baccalaureate course from Year 12. Applicant should have an interest in the world of Product Design and Manufacture and a sound grasp of Mathematics and a science preferably Physics.

The course focus is to encourage students to explore concepts and apply knowledge to solve design problems in order to make reasoned design decisions and proposals. They will develop the ability to analyse and evaluate information whilst developing an awareness of the need for effective collaboration and communication within the world of Design. This is facilitated through a variety of theory work coupled with some emphasis on practical exercises, Computer Aided Design (CAD) and product analysis.

Standard and Higher Level students study the following topic areas:

- Human Factors \& Ergonomics
- Resource Management \& Sustainable Production
- Modelling
- Raw Material to Final Product
- Innovation \& Design
- Classic Design

In addition to the topic areas above Higher Level Students will also study four additional topic areas:

- User-Centred Design (UCD)
- Sustainability
- Innovation \& Markets
- Commercial Production

In addition, IB Design \& Technology students will produce a major project which represents $40 \%$ of the final grade. This is carried out in Year 13.

Successful IB Design \& Technology students can look to pursue career paths including Mechanical Engineer, Civil Engineering, Interior Design, Architecture, Computer Aided Design, Manufacturing Systems, Landscape Architecture and Product Design.

| Assessment at a Glance |  |  |  |
| :---: | :---: | :---: | :---: |
| Type | Format | $\mathbf{H L}$ | $\mathbf{/}$ |
| External |  | $\mathbf{S L}$ |  |
| Paper 1 | Multiple-choice questions | $\mathbf{6 0 \%}$ | $\mathbf{6 0 \%}$ |
| Paper 2 | Data-based, short answer \& extended response questions | $\mathbf{2 0 \%}$ | $\mathbf{3 0 \%}$ |
| Paper 3 | Short answer \& extended response based on option studied | $\mathbf{2 0 \%}$ | $\mathbf{3 0 \%}$ |
| Internal |  |  | $\mathbf{4 0 \%}$ |
| IA |  | Individual Design Project | $\mathbf{4 0 \%}$ |

## Sports, Exercise and Health-Science

## [Group 4] Course Description:

The attainment of excellence in sport is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. The design of training programmes should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological and biomechanical demands of the activity. This is the role of the sport and exercise scientist, who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and wellbeing.

Scientific inquiry conducted over many decades, has accumulated a vast amount of information across a range of subdisciplines that contribute to our understanding of health and human performance in relation to sport and exercise. The Diploma Programme course in Sports, Exercise and Health Science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles in practical terms.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core elements and practical investigations. This will provide the opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context.

Studies in Sports, Exercise and Health Science can lead to careers in: coaching, teaching, leisure management, journalism, sports science, physiotherapy, sports medicine, sports development, fitness instructing, sports design and technology and many other areas as the world of sport and physical recreation provides a rich variety of interesting and rewarding career opportunities.

| Topics (SL+HL) | HL | Additional Topics: |
| :--- | :--- | :--- |
| Anatomy | Further Anatomy | Optimising physiological performance |
| Exercise Physiology | The Endocrine System | Psychology of Sport |
| Energy System | Fatigue | Physical activity and health |
| Movement Analysis | Friction and Drag |  |
| Skill in Sport | Skill acquisition and analysis |  |
| Measurement and  <br> human performance evaluation | Genetics and athletic <br> performance |  |


| Assessment at a Glance |  |  |  |
| :---: | :---: | :---: | :---: |
| Type | Format | Weighting (SL) | Weighting (HL) |
|  |  |  | $\mathbf{8 0 \%}$ |
| External | Multiple-choice questions | $\mathbf{2 0}$ | $\mathbf{8 0 \%}$ |
| Paper 1 | Short answer \& extended response | 35 | $\mathbf{2 0}$ |
| Paper 2 | Short answer \& extended response | $\mathbf{2 5}$ | $\mathbf{3 5}$ |
| Paper 3 |  | $\mathbf{2 0 \%}$ | $\mathbf{2 5}$ |
| Internal |  | $\mathbf{2 0}$ | $\mathbf{2 0 \%}$ |
| IA | Short and Long-term investigations | $\mathbf{2 0}$ |  |



## [Group 5] Course Description:

Mathematics HL is a tough and rigorous course with high demands and expectations. Only those students who excel in maths and who are planning on a mathematics related career should embark on this course. Several mathematical investigations across the breadth of the course will require the student to research, connect, and prove mathematical formulae or theories.

Topics include families of functions and their graphs, sequences and series, binomial theorem, trigonometry, mathematical induction, complex numbers, probability and statistics, calculus, sequences and series, binomial theorem, optimisation, complex numbers, probability and statistics, and more advanced calculus topics.

There are also option topics that your teacher will select to complement these topics. In addition, an extended mathematical exploration will be required investigating an area of mathematics. The mathematical exploration is internally assessed by the teacher and externally moderated by the IB.

The difference between this course and IB Math Standard Level is the required depth of knowledge in the topic areas covered and the rigor with which they are approached. The difference between this course and IB Math Studies is the mathematical content covered.

| TOPICS OPTION CHOICE: |  |  |
| :---: | :---: | :---: |
| Introduction to the Graphics Display Calculator (GDC) Statistics and Probability |  |  |
| Algebra |  |  |
| Functions and Equations |  |  |
| Circular Functions and Trigonometry |  |  |
| Vectors |  |  |
| Statistics and Probability |  |  |
| Calculus |  |  |
| ssessment at a Glance |  |  |
| Type | Format | Weighting |
| External |  | 80\% |
| Paper 1 | Compulsory short-response questions based on the core of the syllabus | 30 |
| Paper 2 | Compulsory short-response questions based on the core of the syllabus | 30 |
| Paper 3 | Extended-response questions based mainly on the syllabus option: | 20 |
| Internal |  | 20\% |
| Exploration | A piece of written work that involves investigating an area of mathematics | 20 |

Note: The course requires the purchase of the Texas Instruments Graphics Display Calculator TI nSpire (which is available to purchase from the Maths Department at discounted rate). This calculator may be used for all IB Examinations across the different subject areas where calculators are allowed.


## [Group 5] Course Description:

IB Mathematics SL is a course that caters to students who already possess strong, demonstrated mathematical knowledge. This program is designed to prepare students for future studies in the natural sciences, social sciences and business and economics fields.
Topics include families of functions and their graphs, sequences and series, complex numbers, trigonometry, matrices, vectors, probability and statistics, and calculus (both differential and integral). In addition, an extended mathematical exploration will be required investigating an area of mathematics. The mathematical exploration is internally assessed by the teacher and externally moderated by the IB.
The difference between this course and IB Maths Higher Level is the required depth of knowledge in the topic areas chosen and the rigor with which they are approached. The difference between this program and IB Mathematical Studies is the mathematical content covered.

For the SL course, we would recommend students to have achieved at least an A grade at IGCSE Mathematics by the end of Year 11.

## Topics:

- Introduction to the graphic display calculator (GDC)
- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Statistics and Probability
- Vectors
- Differential Calculus

| Assessment at a Glance | Format | Weighting |
| :---: | :---: | :---: | :---: |
| Type |  | $\mathbf{8 0 \%}$ |
| External | Compulsory short-response questions based on the core of the <br> syllabus | 40 |
| Paper 1 | Compulsory short-response questions based on the core of the <br> syllabus | 40 |
| Paper 2 |  | $\mathbf{2 0 \%}$ |
| Internal |  | 20 |
| Exploration | A piece of written work that involves investigating an area of |  |
| mathematics |  |  |

Note: The course requires the purchase of the Texas Instruments Graphics Display Calculator TI nSpire (which is available to purchase from the Maths Department at discounted rate). This calculator may be used for all IB Examinations across the different subject areas where calculators are allowed.

[Group 5] Course Description:

The course will focus on furthering students' understanding of mathematical concepts, wherever possible this will be done through cooperative learning, investigations, using mathematics in real life situations. The main aim of this course will be to help students realise that mathematics can be applied in a variety of disciplines and can be very useful in their lives. Technology will be used wherever possible to explore concepts and to help students make generalisations and report their findings.

Another aim of the course will be to enable students to understand how mathematics has developed in other countries and cultures, famous mathematicians and their discoveries and the variety of mathematical notations in other countries.

IB Mathematical Studies is a standard level IB course and is designed for students with varied backgrounds and abilities who may not pursue a mathematically based career. The course develops the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of mathematics to real-life, everyday situations. Course topics include families of functions, approximation, probability and statistics, sets and logic, sequences, finance, trigonometry, and basic differential calculus. A personal research project involving the collection, analysis and evaluation of data is a requirement of the course.

## Topics:

- Introduction to the graphic display calculator (GDC)
- Number \& Algebra
- Sets, logic and probability
- Functions
- Geometry and Trigonometry
- Descriptive Statistics
- Introductory differential calculus
- Mathematical Modelling
- Financial mathematics

| Assessment at a Glance | Format | Weighting |
| :---: | :---: | :---: |
| Type |  | $\mathbf{8 0 \%}$ |
| External | 15 compulsory short-response questions based on the whole syllabus | 40 |
| Paper 1 | 6 compulsory extended-response questions based on the whole |  |
| Paper 2 |  | 40 |
| syllabus | $\mathbf{2 0 \%}$ |  |
| Project | An individual piece of work involving the collection of information or <br> the generation of measurements, and the analysis and evaluation of <br> the information or measurements. | $\mathbf{2 0}$ |
|  |  |  |

Note: The course requires the purchase of the Texas Instruments Graphics Display Calculator TI nSpire (which is available to purchase from the Maths Department at discounted rate). This calculator may be used for all IB Examinations across the different subject areas where calculators are allowed.


## [Group 6] Course Description:

This course is an exciting opportunity for students to develop aesthetic, imaginative, and expressive abilities through practical studio work as well as in-depth investigation and critical analysis. Within a thematic structure, they will have the opportunity to develop their sensitivity and appreciation of the visual world by investigating social, cultural, and contextual references and differences. Students will explore a variety of materials and processes, analysing stylistic and conceptual approaches, investigate past, present and emerging forms of visual arts, and develop their own ideas into a series of solutions stemming from personal and informed ideas.

Quality work in visual arts can be produced at both HL and SL.The aims and assessment objectives are the same for visual arts at both HL and SL.

The course content for HL and SL will be the same. Students at HL will have the opportunity to develop ideas and skills, and to produce a larger body of work, or work of greater depth.

| TOPICS |  |
| :--- | :--- |
| Observational Recording of Work | Art Theory \& History |
| 3D Art | Comparative Analysis |
| Mixed Media Art | Two themed projects followed by exhibitions |
| Photography | Personal project followed by an exhibition |

Assessment at a Glance

| Type | Format | HL / SL |
| :---: | :---: | :---: |
| External | A comparative study of differing artists and | $20 \% / 20 \%$ |
| artworks |  |  |



## [Group 6] Course Description

The Music IB Diploma Programme enables students to develop their knowledge and potential as musicians through collaborative and solo performances and musical composition. Studying at an international school, the students at JESS will already be familiar with a variety of music from different places and cultures; the IB will enable them to develop a further appreciation and deeper understanding of music from around the world, as well as music from different periods in history.

Students will be formally assessed on the three main skills of composition, performance and aural perception/analysis of familiar and non-familiar works. They will also be encouraged to develop critical-thinking skills to evaluate and reflect upon their own work and that of others, using appropriate musical terminology.

This music course provides a solid foundation for further study in music at university level or towards pursuing a career in music. It also provides an enriching and valuable course of study for students who may pursue other careers such as in sound engineering, editing or marketing. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

## Topics:

a. Western Classical Music - Renaissance vocal and instrumental music; the Baroque concerto, oratorio and suite; Classical symphonies and string quartets; Romantic orchestral, piano and vocal music; Impressionism
b. The Development of Music in the Twentieth Century - minimalism; experimental music; expressionism/serialism; nationalism
c. Opera and the History of Musical Theatre
d. The History and Development of Jazz
e. The History and Development of Popular music - from the 1960s to the present day.
f. World Music - India; Indonesia; Africa; South America; Arabia; Australasia; Japan

| Assessment at a Glance |  |  |
| :---: | :---: | :---: |
| Type | Format | HL / SL |
| External |  | 50\% / 50\% |
| Listening Paper | Extended response questions based on audio material | 30\% / 30\% |
| Musical Links Investigation | A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures | 20\% / 20\% |
| Internal |  |  |
| Creating | Three pieces of coursework, with recordings and written work | 25\% / 50\% |
| Solo Performing | A recording selected from pieces presented during one or more public performance(s) | 25\% |



## [Group 6] Course Description:

The aims of this course are threefold: to explore and thus understand how context informs practice and perception; to experiment with ways of exploring ideas and transforming those ideas into action; and to work both independently as well as collaboratively in order to explore and apply production, performance and presentation skills. For higher level students there is also an additional emphasis on researching the relationship between theatre theory and theatre practice. Students will learn how to understand and make links between various drama forms and their social, cultural and historical contexts.

This course will suit those students who are interested in developing life skills such as the building of confidence and the ability to work collaboratively in a creative way, as well as those students who already have an interest in Theatre, drama and The Arts. Students will grapple with the complexities of context, genre, text and the influence of a range of theatre practitioners, in order to attempt to begin to define the place and relevance of theatre in society. Students will be assessed through both practical and written work to demonstrate their knowledge.

Formal assessment will take place at the end of year 1 as well as throughout year two. During year one, there will be a number of tasks designed to prepare students for the expected standards of assessment. All the assessment is through coursework: there is no terminal exam. The assessment is of practical demonstrations and presentations made by students, as well as through written evidence to accompany the practical work.

Content will vary according to the makeup of the group, and interests of the individual students and teachers but topics will include:
A) Introduction to Theatre - How do we read a theatrical sign system?
B) Documenting responses - The Journal
C) Exploration of theatre makers and theatre practices - Theatre in context
D) A practical understanding of the processes involved in making theatre - Theatre processes
E) Participation in performances and presentations about theatre - Presenting Theatre

Included in this course may be the opportunity to participate in theatre courses and have access to live theatre performances given by reputable and distinguished theatre companies. There will be a cost implication for students wishing to access these opportunities

| Assessment at a Glance | Format | HL | SL |
| :--- | :---: | :---: | :---: | :---: |
| Type |  | $\mathbf{7 5 \%}$ | $\mathbf{6 5 \%}$ |
| External | Students create and present a solo theatre piece based <br> on theatre theorist | $35 \%$ | N/A |
| Solo Theatre Piece | Students develop ideas regarding how a play they've not <br> studied could be staged for an audience | $20 \%$ | $\mathbf{3 5 \%}$ |
| Director's Notebook | Students deliver an individual presentation (15 mins) <br> based on a convention of a theatrical tradition | $\mathbf{2 0 \%}$ | $\mathbf{3 0 \%}$ |
| Research Presentation | $\mathbf{2 5 \%}$ | $\mathbf{3 5 \%}$ |  |
| Internal | Students collaboratively create and present an original <br> piece of theatre | $\mathbf{2 5 \%}$ | $\mathbf{3 5 \%}$ |
| Collaborative Project |  |  |  |

## BTEC (Specialist Courses)

## What is BTEC?

BTECs are named after the Business and Technology Education Council which used to run the award. They are a specialist series of qualifications that have had a 30-year track record of successes at both tertiary and employment levels. BTEC courses aim to provide a core academic knowledge base whilst also developing a range of practical knowledge and skills which help students to prepare for a career in a specialist field.

## JESS and BTECs

JESS has decided to offer BTEC courses in Art \& Design, Business and Sport so as to provide more specialised pathways for students who have decided on their career progression and who would benefit from focused and specialised studies in one domain of knowledge.

At JESS we are offering the Extended Level 3 Diploma for each of the BTEC courses on offer which is equivalent in size to 3 A -Levels and requires the completion of 18 units. In certain instances, additional options will also be made available to our BTEC students (e.g. an Art History option for Art \& Design students, a CISI Investment and Securities option for Business students and the IB Biology and/or Psychology courses for Sport students). Each BTEC course is offered as a balance of classroom teaching combined with project work and practical, workrelated activities with a special focus on developing and enhancing students' behavioural skills, which can include teamwork, creative thinking and presentation skills.

## ASSESSMENT

BTEC assessment provides a wide variety so as to better capture the varied learning styles of students. Most all modules rely on coursework based assessments graded by the teacher and externally validated by a BTEC moderator.

The BTEC program allows students to track their progress through a Qualifications and Credit Framework (QCF). Students gain credits for each unit they complete and the accumulated credits earn them a specific level of BTEC qualification.

BTEC grades per module are generated based on a combination of formal assessment and internal coursework. BTECs are graded using the following scale:

## Distinction* (D*) Distinction (D) Merit (M) Pass (P) Unclassified (U)

Each grade is allocated a points credit per unit as indicated below:
Pass 7 points Merit (M) 8 points $\quad$ Distinction 9 points

Students complete realistic work-based assignments, which are internally assessed. Assessments for each unit can vary from presentations, essays, video documentary, and
practical tasks assessed by members of staff. Each unit has a credit value which is multiplied by the grade points the student receives (see Sport example below).

| Unit | Credit Value | Grade Awarded <br> (P/M/D) | Total Grade points <br> Achieved |
| :--- | :---: | :---: | :---: |
| Principles of Anatomy and <br> Physiology in Sport | $\mathbf{5}$ | $\mathbf{9}$ <br> (Distinction) | $\mathbf{4 5}$ <br> (5 credits $\times 9$ points) |
| Assessing Risk in Sport | $\mathbf{1 0}$ | $\mathbf{8}$ <br> (Merit) | 80 <br> $(10$ credits $\times 8$ points) |
| Total points earned to date: |  |  | 125 <br> $(80+45)$ |

An Extended Level 3 qualification will result in the award of three grades (e.g. MDD or Merit, Distinction, Distinction). Grade points are accumulated and totaled to determine the student's final overall grade. For example, to receive a MMM (merit, merit, merit) a student must achieve between 1340-1379 total points (see below).

| Points range above pass grade | Grade points |
| :---: | :---: |
| D*D*D* $^{\text {D }}$ | 1590 and above (1620) |
| D'D $^{*}$ | $1560-1589$ |
| D*DD | $1530-1559$ |
| DDD | $1500-1529$ |
| DDM | $1420-1499$ |
| DMM | $1380-1419$ |
| MMM | $1340-1379$ |
| MMP | $1300-1339$ |
| PPP | 1260 |

## Entrance Criteria - BTEC Courses (For JESS \& external students)

1. A minimum of 5 GCSE (or equivalent) grades, including English Language and Mathematics at Grade C or above.
2. A strong academic history and interest in their chosen subject.

## Application Process - All Sixth Form Programmes

Options Form: All students need to complete the online application where they select their preferred course of study.

Curriculum Vitae: All students need to submit a CV to the Sixth Form Office. Provide evidence of achievements, leadership roles, extra-curricular engagement and responsibilities. These should be summarised in a CV of your own making (one A4 sheet will suffice). The information should reflect activities undertaken both inside and outside of school and can be of an academic or non-academic nature. It is also useful to include any supplementary educational qualifications that you may hold (e.g. music certification etc). The idea is to show off your strengths in a summative manner.

Interview: In certain situations, a follow-up interview may be required to ascertain the viability of a proposed programme of study with both student(s) and parent(s). This may involve a discussion of all of the above and how the student intends to build on these areas in Years 12 and 13. Students will be asked how they will contribute to life at JESS as a whole in conjunction with their own personal and academic development. The expectations of a JESS IB student will also be outlined and discussed in detail during this interview.

Deposit: A non-refundable deposit of 3000AED is required to be paid by the options deadline (early February) in order to secure a place. This is deducted from the first Term fees at JESS.

External Students: You will be required to sit an entry test in Mathematics and English (this can be sent overseas). In addition, you may be required to attend an interview. Please note that priority is given to JESS students first. Whilst we will accept applications up to a year in advance for September entry, we will only review the application in mid-February when we have concluded internal applications.


## [BTEC] Course Description:

The BTEC National Level 3 Extended Diploma in Art and Design is an Applied General qualification and is equivalent in size to three A Levels. Students who want to take this qualification will have successfully completed their GCSEs.

The qualification has been developed for post-16 students who wish to focus their learning on art and design with a view to progressing to a related higher education course and potentially a career in the sector. The BTEC Level 3 National Extended Diploma in Art and Design will be studied over two years.

The content of this qualification relates directly to the skills and understanding needed for further study in art and design. There are seven mandatory units. Through these units students will develop knowledge and understanding in visual communication and the creative process. This will help to develop their visual language and creative voice. Students will understand the importance and influence of the work of artists and designers to develop and realise their creative intentions. The Pearson BTEC Level 3 Extended Diploma in Art and Design is designed to enable students to refine their knowledge in the sector and increase their levels of independence. In Unit 5: Developing an Art and Design Portfolio, students produce a portfolio to support progression; primarily to higher education.

Students also develop skills and knowledge through the optional units in specific areas such as, textiles, graphics, photography, 3D studies and fine art. The flexibility of the optional structure allows students to refine their skills and knowledge through the development of their 'creative voice' and the pursuit of their creative intentions, and reflects the diversity and breadth of options available to students in higher education and employment

The qualification will provide progression onto a wide range of related courses in higher education. Students taking this qualification will develop their critical and analytical skills. They will also develop and realise their creative intentions. They will develop a portfolio of art and design projects to support progression to a wide range of related degree courses in art and design.

The qualification is intended to carry UCAS points and is recognised by higher education providers as meeting admission requirements to many relevant courses, such as BA Art \& Design, Interior Design, Fashion Design, Textiles, Photography, Graphic Design and others.

| TOPICS \& ASSESSMENT |  |
| :--- | :--- |
| Mandatory content (66\%), External assessment (42\%) |  |
| Visual Recording and Communication | Critical and Contextual Studies in Art and Design |
| Managing a client brief | Developing and realising creative intentions |
| Non digital photographic techniques | Painting |
| Printmaking | Contemporary fine art practice |
| Graphics materials, techniques and processes | Materials, Techniques and Processes in Art <br> and Design |

## BTEC: Business

## [BTEC] Course Description:

The Business BTEC course is a specialist qualification for students with a clear view of their future career within management or seeking progression to higher education business courses. It provides a route to employment in many diverse areas of business which could include: roles in specialist areas such as marketing, finance, customer service or human resources in large organisations.

The delivery and assessment enable students to develop the practical and decision-making skills commonly employed by successful business organisations today. The ideals of international cooperation and responsible citizenship are at the heart of all the Business BTEC units. Evidence for assessment may be generated through a range of diverse activities including assignment and project work, case studies, workplace assessment, role play and oral presentation. Again these are key skills, highly valued by both industry and higher education, thereby giving students a distinct career advantage.

## Assessment and Grading

All units are internally assessed with each unit having a specified set of assessment and grading criteria. A summative unit grade can be awarded at pass, merit, or distinction.

| Topics |  |  |
| :---: | :--- | :---: |
| Unit | Mandatory Units | Credit |
| $\mathbf{1}$ | The Business Environment | 10 |
| $\mathbf{2}$ | Business Resources | 10 |
| $\mathbf{3}$ | Introduction to Marketing | 10 |
| $\mathbf{4}$ | Business Communication | 10 |
|  | Specialist Units | 10 |
| $\mathbf{5}$ | Business Accounting | 10 |
| $\mathbf{7}$ | Management Accounting | 10 |
| $\mathbf{9}$ | Creative Product Promotion | 10 |
| $\mathbf{1 0}$ | Market Research in Business | 10 |
| $\mathbf{1 1}$ | Relationship Marketing | 10 |
| $\mathbf{1 2}$ | Internet Marketing in Business | 10 |
| $\mathbf{1 3}$ | Recruitment \& Selection in Business | 10 |
| $\mathbf{1 6}$ | Human Resource Management in Business | 10 |
| $\mathbf{1 7}$ | Training in the Business Workplace | 10 |
| $\mathbf{1 8}$ | Managing a Business Event | 10 |
| $\mathbf{1 9}$ | Developing Teams in Business | 10 |
| $\mathbf{3 7}$ | Understanding Business Ethics | 10 |
| $\mathbf{3 8}$ | Business and the Economic Environment | 10 |


[BTEC] Course Description:
This course looks at the multi-faceted approach to sports preparation and performance, whilst preparing students for a career in high performance sport. Topics studied and assessed include: Principles of Anatomy and Physiology in Sport; The Physiology of Fitness; Assessing Risk in Sport; Fitness Training and Programming; Fitness Testing for Sport and Exercise; Practical Team Sports; Sports Nutrition; Psychology for Sports Performance; and Sports Coaching.
There are numerous different career pathways that can stem from a BTEC level 3 Diploma in Sport and Exercise Science. Many require either further training or education and some do not. The diploma could lead students onto university to study sports coaching, sports development, sport education or sport and exercise sciences. Courses at the following leading universities will be available - Loughborough, Bath, Birmingham, Exeter, Durham.

## Career Pathways

BTECs have been around for nearly 30 years and they are recognised by schools, colleges, universities, employers and professional bodies across the UK and in over 100 countries worldwide. They offer natural progression along a vocational path, from and to academic qualifications and university.

There are numerous different career pathways that can stem from a BTEC level 3 Diploma in Sport. The diploma could lead students onto university programmes to study sports coaching, sports development, sport education or sport and exercise sciences or directly into employment in this field.

## Assessment Outline

The course is assessed through a wide variety of assessment methods. Three units will be externally assessed, including one written exam and two pre-release tasks, which will be set and marked by Pearson. The remaining units will be internally assessed using assessment methods such as written reports, logbooks, presentations, lab reports and practical performance. Each individual unit is graded Pass ( $P$ ), Merit ( $M$ ) or Distinction (D). For externally assessed units only, a grade of $N$ may be awarded for learners not gaining enough marks for a $P$ grade. The overall qualification will have three grades e.g. PPP, MMP, DDM, DDD, D*D*D* directly equivalent to three A Levels.

This balanced approach means that students can showcase for future employers how they apply their learning to practical, everyday workplace challenges. Whilst higher education institutes can be confident that BTEC qualified students are well prepared for a higher level of study and assessment.

| TOPICS \& ASSESSMENT |  |
| :--- | :--- |
| Exercise, Health and Lifestyle | Principles and Practices in Outdoor Adventure |
| Sports Coaching | Equipment and Facilities |
| Fitness Training and Programming | Sport as Business |
| Leadership in Sport | Nutrition |
| Work Experience in Sport | Injuries |



## Making ot Difference

Jumeirah English Speaking School<br>P.O. Box 24942<br>Dubai, United Arab Emirates<br>Tel: +97143619019<br>Fax: +97143615339<br>Email: admissions@jess.sch.ae

Website: http://www.jess.sch.ae/sixform/Introduction

## Application for JESS Arabian Ranches Sixth Form Programmes 2017-2019

jess
DUBAI, UAE

For IB DIPLOMA please select one subject from each block ensuring that you have chosen 3 HL and 3 SL subjects. You must have at least one subject from each IB group (1-5). Group 6 subjects (the Arts) are optional. You can choose to take two Humanities or Sciences instead of an Arts subject. Environmental Systems and Societies counts as both a Group $3 \& 4$ subject thus allowing the selection of two Arts subjects. If you opt for the DIPLOMA COURSES please indicate which subjects you wish to take and at which level. You are not bound by the 3 HL and 3 SL Diploma Programme requirements in this case. We will confirm subject selection and option blocks at a




To double check you have the right IB combination; you should be able to fill in ONE of the grids below. You must have 3 HL and 3 SL choices UNLESS you are opting for the Diploma Courses.

| Grid 1 If you have NOT chosen Environmental Systems |  |  |
| :---: | :---: | :---: |
| Group | Subject | Level HL / SL |
| Group 1: English |  |  |
| Group 2: Second Language |  |  |
| Group 3: Individuals \& Societies |  |  |
| Group 4: Science |  |  |
| Group 5: Maths |  |  |
| Group 6: Arts |  |  |
| Grid 2 If you have NOT chosen an Art subject |  |  |
| Group 1: English |  |  |
| Group 2: Language |  |  |
| Group 3: Humanities |  |  |
| Group 4: Science |  |  |
| Group 5: Maths |  |  |
| Elective: Science or Humanities |  |  |
| Grid 3: If you HAVE chosen Environmental Systems \& Societies (it counts as both a science and a humanities subject allowing you to double up in other areas such as taking two arts, humanities or sciences). |  |  |
| Group 1: English |  |  |
| Group 2: Language |  |  |
| Elective: Art or Humanities |  |  |
| Group 4: Science | Environmental Systems \& Societies | SL |
| Group 5: Maths |  |  |
| Elective: Science or Art or Humanities |  |  |
| Grid 4: DIPLOMA COURSES (choose a minimum of 4 subjects with one at HL) |  |  |
| Group 1: English |  |  |
| Group 2: Language |  |  |
| Group 3: Humanities |  |  |
| Group 4: Science |  |  |
| Group 5: Mathematical Studies (or Maths SL upon consultation) |  |  |
| Group 6: Arts |  |  |

